NATIONAL CONFERENCE ON EXTENSION TRAINING

NEW DELHI

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20th to 22nd December, 1961

PROCEEDINGS AND MAIN RECOMMENDATIONS WITH AGENDA NOTES

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DIRECTORATE OF EXTENSION
MINISTRY OF FOOD AND AGRICULTURE
(Department of Agriculture)
Government of India
New Delhi

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PREFACE

The programme of Extension Training, basically initiated in 1952 with the inception of the Community Development Programme in India, with a view to training multi-purpose extension workers namely Gramsevaks and Gramsevikas, to man the Community Development Programme has undergone a significant transformation all through these years as the programme has undergone changes. Emphasis in the Community Development Programme has now shifted to Panchayati Raj on the one hand and increased agricultural production through improved practices and farm planning on the other. The role of Gramsevaks and Gramsevikas has also accordingly changed considerably. If the Gramsevak and Gramsevika have to remain effective as Extension Agents to discharge their functions and responsibilities, they have to be throughly grounded in the concept and content of revised and modified programme of Extension Education and Community Development.

Good amount of effort has been done in the past several years to develop the methodology and content of Extension Training and lot of experience has been gathered at every level, to improve the organisation and techniques of Extension teaching. In a country like ours where Extension is to remain as an educational process, we have to devise ways and means to improve the methods of Extension Training, in a manner that the extension workers are able to communicate the results of researches clearly to the teeming millions in the country side and particularly to the farming community. It seems, therefore, essential to pool the experience of all those who are directly and indirectly associated with the programme of Extension Training and Community Development at various levels so that it could be possible to reinforce faith in this gigantic programme.

Now that the number of Extension Training institutions has gone fairly large and there have been substantial changes in the content and concept of Community Development Programme, it was considered imperative, and rightly so, to organise three Regional Conference, at Hardwar in U.P., Mandya in Mysore and Kalyani in West Bengal to consider various problems arising in connection with the Extension Education Programme. These three Regional conferences were attended by the Principals, Instructors of Training Centres and officers responsible for training programme at the State level. They pooled their experiences and made out very important recommendations for the improvement of the content of the Training Programme as a whole.

In order to implement the recommendations and conclusions of the three Regional Conferences expeditiously and effectively, a National Conference was

organised at New Delhi from 20th to 22nd December, 1961 under the auspices of the Directorate of Extension, Ministry of Food and Agriculture. In this Conference the State Directors of Training and other officers from the State level, some selected Principals, representatives of the Ministry of Food and Agriculture, Ministry of Community Development and Cooperation, Ford Foundation, Technical Cooperation Mission, UNICEF, Bharat Sewak Samaj and Young Farmers' Association participated and helped in arriving at suitable and far-reaching conclusions which are likely to give an impetus to the Extension Education Programme and put these Extension Training Centres on sound footing. In all, about 100 delegates took part in the deliberations at the National Conference.

The proceedings, conclusions and main recommendations of the National Conference are embodied in this volume which it is hoped, will serve as a reference hand-book for the extension workers on the one hand and help the State Governments in speedy implementation of the recommendations made at the National Conference.

I deeply appreciate the efforts made by all the officers and the officials of the Training Unit in the Directorate of Extension, who had done hard labour in the organisation of the three Regional Conferences, the National Conference and the compilation of this volume which contains useful material in the shape of a booklet. The reward of their efforts is evident from the useful results emanating from the deliberations. I am sure the recommendations made and the conclusions arrived at the National Conference will go a long way in improving the quality of training at these institutions.

The Directorate of Extension, Ministry of Food and Agriculture acknowledges with thanks the valuable contribution to the success of the National Conference by the officers of the Ministry of Community Development and Cooperation, Ministry of Food and Agriculture, Ford Foundation, Technical Cooperation Mission and UNICEF and the State representatives who participated in the conference.

(J.C.Ramchandani)
DIRECTOR OF EXTENSION TRAINING.

SPEECHES

WELCOME ADDRESS

BY

Shri Y.N. Verma
Extension Commissioner
Ministry of Food and Agriculture

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Mr. Shankar, Ladies and Gentlemen:

It gives me great pleasure to welcome you to this National Conference on Extension Training. You have been invited to participate in this conference because of your keen interest and long standing experience that will go a long way in analysing the problems before us and suggesting concrete steps to achieve our objective which is ensuring a high quality of Extension Workers. We meet here this morning with a specific purpose - namely to examine carefully the ways and means by which we can improve the quality of Extension training. Some thought has been given to this problem in the three regional seminars held this year at Hardwar, Mysore and Kalyani. The views expressed there have been carefully recorded and placed before you to form the basis for your discussions.

We attach great importance to making our training programmes more effective. The problem of equipping our Gramsevaks, Gramsevikas and Village Artisans with the necessary knowledge and skill for their work has always received our attention. The duties assigned to these field workers are extremely important and challenging. Unless these workers receive the right type of training, they will not be in a position to perform their duties successfully. Field conditions are also changing rapidly. The problems that arise in the field need to be carefully examined so that necessary amendments can be made in the training programme, in order to improve the efficiency of our field workers. It has been our practice to review our methods of approach from this point of view. The training programme needs attention as often as possible if we are to do our best to help our extension workers to perform their important duties in a better manner. It is for this purpose that we feel that persons who are directly connected with the training of these extension workers would be the best persons to suggest ways and means of improving the

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quality of their training. That is why we have tried to obtain the views of all those who have been directly connected with this training programme. This has been done by holding Regional Seminars in various parts of the country.

With the inception of the Community Development programme, the Extension training programme also came into existence. The Community Development programme could not be a success until proper arrangements were made to provide competent personnel to implement this programme. Arrangements for an adequate training programme were absolutely necessary to provide key personnel who could take up the responsibility of making the Community Development Programme a success. The Directorate of Extension Training has been responsible for making these arrangements for the front line workers. The initial training for Gramsevaks and Gramsevikas had to be taken up in addition to the specialised refresher training programmes for subject-matter specialists in Agriculture, Animal Husbandry, Artisans Training, Extension Education and Youth Activities. Due to the heavy demand for Village Level Workers in the early stages, the training programme had to be devised in such a manner as to provide these men at short notice. In the year 1952, a six months training programme was arranged in extension. Later, it was increased to one year basic agricultural training and six months extension training. Finally, it was felt that even this period was inadequate to equip the village level worker for his important duties. An important decision was taken to replace the previous training programme by a two year integrated training course. This has now been adopted by all the institutions in the country with a common pattern of integrated training. In this way, many important changes have been brought about in the past 10 years in the programme of Extension Training. These changes have been adopted after considering the problems and special conditions existing in the field. At present we have 96 integrated training centres to train Gramsevaks, 43 training centres for Gramsevikas and 25 Workshop Wings to train Village Artisans. From these training centres nearly 44 thousand Gramsevaks, 4 thousand Gramsevikas. 1300 Village Artissans have been trained.

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In order to provide ample opportunity to the Gramevaks to grow professionally, refresher training courses have been organised in various training centres in the country. Gramsevaks who have been in the field for three to five years are brought back to Extension Training Centres for refresher in-service training from time to time. These courses help to fill in the gaps if any, in the initial training and also provide an opportunity to acquaint them with the latest researches in the field.

The Gramsevak Training Centres are also used for short courses in panchayat and cooperation where the office-bearers of the local bodies and the Gram-Sahayaks are given training.

The Gramsevaks and Gramsevikas are expected to take up the work of promoting village institutions like the panchayats, cooperative societies, rural youth clubs and Mahila Mandals. In order to provide adequate opportunities to study the work of rural youth short seminars on youth programmes are arranged in various regional centres. In these seminars, the instructors from the region are invited to study the problems and to practice methods to organise rural youth programmes in the villages.

In order to build up the technical competance of the Extension Officers and Instructors, refresher courses in subject matter fields are organised by the Directorate of Extension in Agricultural and Veterinary Colleges all over the country. These Extension Workers are acquainted with the latest researches and developments in their subject matter. Each year 30 to 40 courses of one month duration are organised for the purpose.

The Principals and Instructors of the Gramsevaks Training Centres are usually drawn from the field. They have had little opportunity of training in Extension Education. It has been felt that Principals and Instructors should be given training in teaching methods and communication processes. To obtain this objective, in a short time, 10 seminars of 11 days duration were conducted in 1959. Nearly 900 Principals and Instructors have attended these seminars. As these short seminars were not adequate to increase the professional efficiency of the Extension Workers, a 3 months course on Extension Methods was started at the Extension Education Institute, Nilokheri. This institute has been functioning since September, 1959 and has organised seven courses so far. Nearly 200 Principals

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and Instructors from all states have attended these courses. In order to meet the demand of the training of professional ~~leaders~~ workers, two more institutions are being started at Anand and Hyderabad. In this way, every effort is being made to provide training to the Extension Workers in order to improve the quality of training.

We have always believed in ~~the~~ providing ~~of~~ opportunities to those who have experience to consider the problems in the field with a view to bringing about adjustments and changes to improve the training programme. For this purpose the Extension Directorate has been organising annual conferences of Principals and Chief Instructors from time to time. Annual Conferences were held at Bhopal, Bangalore, Simla, Mt. Abu and Trivandrum during the years 1953 to 1958. A number of decisions were taken after careful consideration of the special conditions existing in the field. The entire programme has, in the course of years, been considerably altered as we can easily see when we look back to 1952. It is due to the continuous efforts and deep interest that you have shown in this programme that a useful Extension Training Programme has been built up to fit into the needs of our country.

We should not forget that a distinction should be drawn between programmes of rural development and of agricultural production. We all agree, and it is a well-understood policy, that the improvement of agriculture has to be given the highest priority. The increase in population makes it imperative to concentrate on agricultural production. This aspect is not only important from the local point of view but also from the national point of view. Increase in agriculture production helps the farmer to better his standards of living. To bring about improvement in agriculture, the farmers have to be taught improved methods of farming. This is not all; the needs of the farmer are many and varied. He should be approached in a manner that will convince him and satisfy him. For this, the Extension Worker should be well equipped with sound training.

Our specific purpose for meeting here is to review the attemps made during the past years and on this basis to initiate useful changes for the future. From the experience gained in this field, we should try to meet our primary responsibility of training the key personnel in the community development programme, the main emphasis of which is on increased agricultural production.

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This is a great responsibility placed upon us. The success of the entire community development movement rests upon the efficient working of the key-men. These field workers have the basic responsibility of developing farms and homes; they are also responsible for carrying out activities relating to health, cooperation, panchayat and social education. A new trend of democratic decentralisation is coming in every State. We will have to consider how we must equip our field workers to adopt this rule and perform their duties effectively in the new set-up. The changes that will be needed in the syllabus and in the method of approach will have to be considered in detail.

One of the most important factors to be considered is the common complaint that the training imparted does not prepare the trainee to work efficiently in field conditions. The danger of making the training programme academic should be examined from all angles. As the trainee ultimately has to work in the field, a healthy combination of theory and practice must be worked out with the specific objective of making the training as practical as possible. One of the great shortcomings has been inefficacy of demonstrations. We have issued recently a leaflet outlining how demonstrations have to be laid. I cannot overemphasize the importance of laying effective demonstrations in the farmers' fields as this is the most effective extension method of educating the farmer. There are other aspects of examining the programme in every detail, also with a view to bringing back these workers for refresher training. We have to make sure that the workers are true Extension Educators and Communicators of the latest ideas which have proved successful. We must be sure that these field workers are well versed in handling Extension Education methods. We must ensure that our training will qualify them to handle people and to motivate them to accept new ideas.

Our training centres have been operating for the last eight years. We have now gained sufficient experience to take up more specialised activities in order to provide leadership not only to our Extension Workers but also to other officials and non-officials. These training centres are looked

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upon as fundamental units to provide the learning and technical know-how that are so important in improving the standard of living in our villages. We must take this opportunity to explore all possible new fields which could equip these institutions to take up their future role. We should consider the various types of training programme that will be necessary even after the initial training has been completed. We should be in a position to come to definite conclusions on how to imporve the content and quality of our training. The deliberations of this conference should help to bring about considerable improvement in this respect.

I feel proud and happy to see the deep concern and interest of our Special Secretary regarding this important problem. I am grateful to him for finding time to be with us this morning. Instead of spending further time on preliminaries, I will now request him to inaugurate this conference so that you may get to work and utilise the short time at your disposal

May I, sir, request you to inaugurate the conference.

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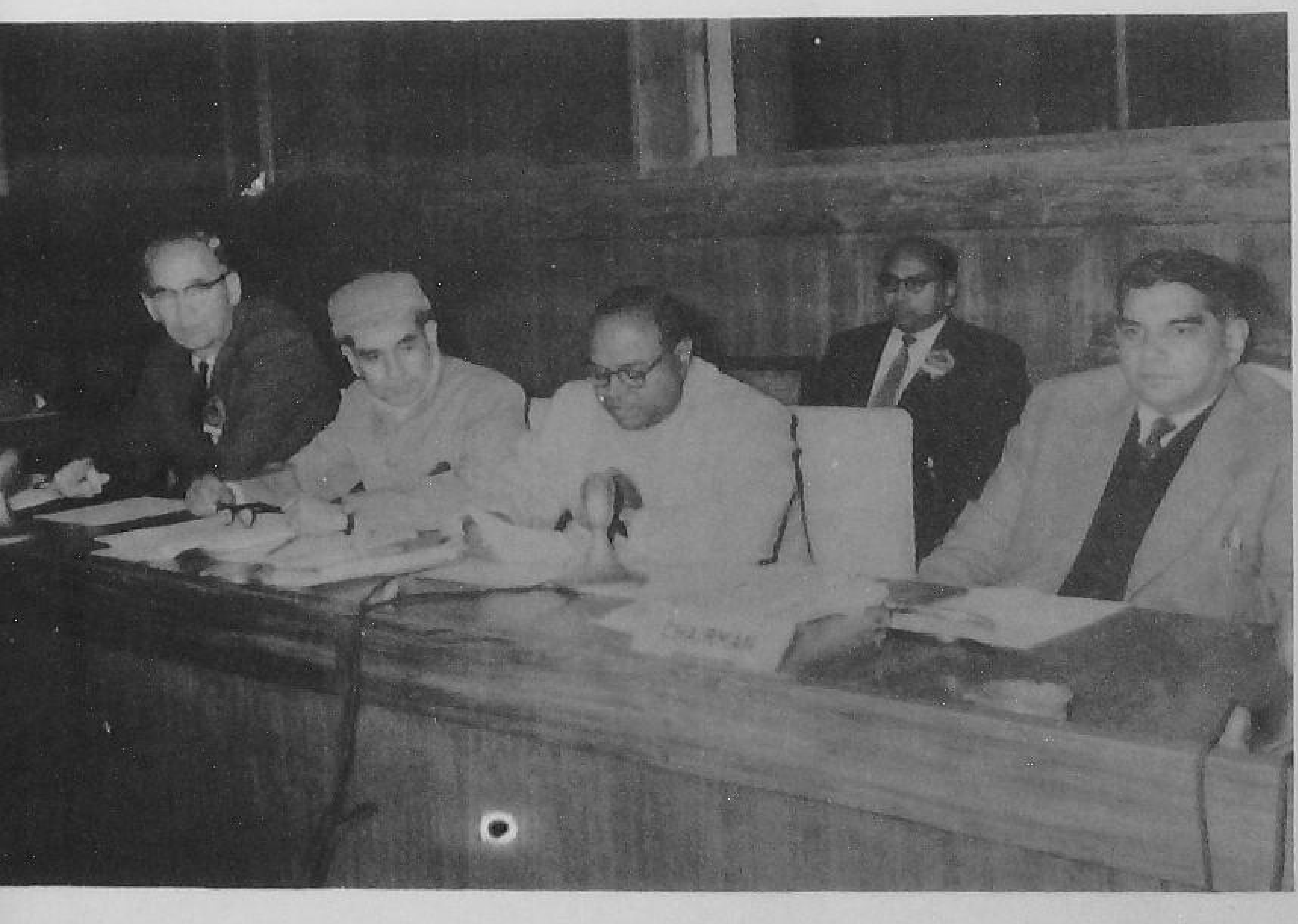
Shri V. Shankar, Special Secretary, Ministry of Food and Agriculture, inaugurating the conference



Shri Y. N. Varma, Extension Commissioner, welcoming the delegates

Representatives of Food and Agriculture, Community Development and Cooperation Ministries, Planning Commission, T. C. M. and Ford Foundation, with Shri V. Shankar as chairman at the inaugural session

Delegates from Rajasthan, Uttar Pradesh and West Bengal participating in the discussion

Inaugural address
by

Shri V. Shankar
Special Secretary
Ministry of Food & Agriculture
(Department of Agriculture)

Mr. Verma and friends,

You have just now heard from Mr. Verma the detailed account of what Extension has been, its importance, and what its contents are and what are some of the problems with which you are faced and on which we naturally expect some contribution from you during these deliberations. I must confess that when I started from my residence this morning for this big building in which your deliberations are going to take place, and began to turn in my mind what I was going to say, I did not realise that most of the ground that I then contemplated would be covered by Mr. Verma in his preliminary remarks. Like the Professional astrologer he has given your past and your present and projected your future. There is very little left for me to add to that picture and I shall, therefore, confine myself to making a few general observations that I feel must govern your deliberations.

The manner in which Agriculture in its science and application has grown from the primitive times to the present stage in even acountry like ours, is a tribute to human ingenuity to overcome the limits set by nature. Whether you study the present types and varieties of a basic commodity like rice or wheat, or whether you trace the developments of the evolution of various types of fruits likemangoes, you would realise how man's mind has been working from time to time to do something better than he has been doing in the past. Hitherto when we had the golden age of private enterprise man was left to his own ingenuity and to his own means, and there was little part that State as such played in the evolution of both men and agriculture. Today the problem has become even much wider because the State is taking an active part in the evolution and development ofboth man, his environments, his professional efficiency and the manner in which he is to conduct himself in his field of operation. You have at every stage a close and intimate interest of the Government in what is going on, whether it is in the field of agriculture or in the field of industry or in the field of education or in any other line of human activities. In agriculture there is no doubt that there is more science today and there has to be more science today in the context of that predominant

occupation of the world's population. The incursion of more and more science into the every-day operations of agriculturist has made it necessary that there should be a close integration between the Government's intention, research protestations and field extension. If in place of intention you have confusion and in place of protestations you have pretensions and in case of extension what I might say abstention, you have a complete picture of anarchy in the operation of of this basic occupation of human beings. A close integration of the type that is necessary and must be brought into being, makes it incumbent that we should have some periodic exchange of views between those who are engaged in the field of extension and those who are engaged in research and in the formulation of Government policies. It is from that point of view that I particularly welcome this opportunity of coming together for the common objective of promoting the betterment of agriculture. It is obvious in the world of today, and I think it is being increasingly recognised also that extension must come to play a more important and wider part in agricultural administration.

Where science is restricted to a comparatively small body of thinkers and workers and its results are to be broadcast over the wide field of an entire population, the necessity of efficient intermediate agency to promote the results of researches and science among those who actually operate in the field is obvious. In the structure of today that you have in the field of agriculture, the key man in this set-up, has naturally to be the one who approaches the agriculturist everyday and who is your nearest link to agriculture and the agriculturist in the field. I have been rather intrigued at the fact that whilst in Hindi we should call him a Gramsevak, in English we should call him a village level worker, implying thereby that in English he will be a more level-headed worker than in Hindi. I think we should reduce the designation to a happier and a smaller proportion rather than call him either by the long name of village level worker or even the abbreviated form of the V.L.Ws. You have fairly expressive and comprehensive term even in English which can be 'Village Worker' instead of the village level worker

Then you have the Gramsevikas and the artisans who are covered by your Training Schemes. In any scheme of training, you have to bear in mind three factors. The key factor is the trainee himself, but you cannot separate one who is going to train and what he is going to be trained on one side and one whom he is going to educate or serve on the other. One side, therefore, you have to find and train a competent set of teachers who themselves are efficient and know sufficiently to be able to train him in what you think, should be the appropriate subjects in which he is going to be trained. On the other side you have to train him

sufficiently in terms of the man who he is ultimately going to be influenced or come into the contact with him.

Then in the middle you have the trainee himself with all his strength and weaknesses, with all his virtues and vices, with all his deficiencies and qualities. Nobody is perfect in this world and it would be altogether absurd to look for perfection in your village level worker. Ultimately therefore you have to build up a psychological, mental, moral and almost spiritual unity between these three factors with a view to produce the final product who would be able to deliver the goods in the manner in which you intend them to be delivered. This scheme of things pre-supposes that you should be very clear in what you expect your trainee to do in the various fields in which he would operate. You also must expect the trainee to know the ground on which he is to operate and the man with his environments whom he has to influence, whom he is ultimately to persuade to think of matters which mean his own betterment and welfare. So far as he himself is concerned, the trainee has to have a clear conception of his role and duties. He has also to be given training in all the subjects that matter and he has also to be kept up-to-date in the development of science and methodology so far as the field of agriculture is concerned.

This morning I was going through a very comprehensive scheme of training which you have set for the village level worker. There are many subjects in which he is to receive instructions and as I reached the end of that long and comprehensive list, frankly speaking, I did not envy his lot. He has to be really a walking encyclopaedia of everything that is known, deserves to be known and worth knowing in agriculture and allied activities. In addition to that, he has to instruct himself in the intricacies and complexities of Panchayati Raj. He has also to educate himself into the principles and methods of Community Administration alongwith a host of other subjects connected with the rural welfare. I think it is time that we should think whether any human-being with the qualifications that we expect in a village level worker, is capable of absorbing all that you intend him to absorb, is capable of assimulating all that he learns and impart to the thousands of workers and thousands of agriculturists among whom he works. As a realist, I personally feel that if you expect one man to do all this, everyday of his life, for 20-25 years with success, you are asking for the impossible. We have, therefore, to think of this problem on the administrative side. I am emphasizing this because ultimately as I have already told you there must be a complete integration between the Government's intention Research and Extension. You must consider whether one man whom we train in all these subjects, is capable of carrying that burden in the area and mix with

population that he is intended to serve and whether by putting too much burden on him we are not delaying the progress as against the accelerated pace that we have to achieve. The village level worker whom you are going to train is ultimately going to be the permanent and continuous arm of Government in carrying through its agricultural policy. We in our secretariat, the research worker in his laboratory or institute, and a district administrator in his comparatively comfortable role in his own headquarters, ultimately accounts for hardly 10 to 15% of the action that has to be taken in the field. 80-85% of the action has to fall on the village level worker who will be the lowest in that hierarchy. And if we place so much burden on him, we must either be sure that he can discharge it or we must assure ourselves that there are enough people who between them can do so. It is therefore a problem for us to consider whether we have enough of them. I am aware of the difficulties of even getting that smaller number that we have set as the target but then unless we have a clear assessment of our needs, it would never be possible to produce as many as we need.

In modern agriculture, in every country we are realising the need of extending the field of extension workers and we are also realising that except through them, it would be impossible to make that mark in agricultural progress which is ultimately required in order to contend with increasing population and with greater demands for fulfilment that are being made on public administration.

It is clear to my mind that the future of agriculture in the circumstances of today lies with intensive methods rather than extensive methods. Science has more role to play in the popularisation of intensive methods than it has in the popularisation of extensive farming. The role is more complex when we think of intensive methods, than when you think of extensive cultivation. The more complex the role of science is, the greater is the need for more trained people to popularise the scientific methods and the results of scientific research and from this point of view I have no doubt that the number of extension workers will have progressively to increase and the field of Extension activities will have to grow. It will also have to be directed somewhat differently from what the state of affairs today is. Extension is not the end of an activity; it is also the beginning of another activity. Today extension workers are at the receiving end. It is really one-way traffic and there is very little that comes from them. Realising the importance of the man in the field, it is inevitable that the Extension workers should become the agents of communicating to the Governments and to the research workers, the need of villager in the field of agriculturist in his farm. That role I find is being

discharged somewhat poorly by our extension workers today not so much because they do not have the capacity to do so, but because they have not yet sufficiently appreciated their role of being intermediaries between science and administration on one side and the agriculturist on the other. Today there is very little appreciation either among the research workers or even amongst the administrators of what the real problems and needs of the agriculturists are. And that is principally because we try to put ourselves in the place of the agriculturists and imagine his problems or contemplate his problems rather than get from the agriculturist himself through our own agencies as to where the shoe pinches. I would personally like to emphasize the need and importance of the latter role as simultaneous and not a bit less important than that of the other role. And your scheme of training, to my mind should give some place to that role as well, in addition to the various roles that you have prescribed for your extension workers and his training in your training institutions. I have myself been taking some interest in the contents of training that you have been imparting in these training institutions. I have no doubt that you will have your own appreciation and assessment of your needs as trainers and the trainees' needs as the object of your training. But I would also like you to consider from the third aspect that I have mentioned, namely, the needs of the person whom your trainee is going to educate or with whom he is going to deal. If you consider that man at the end of the ladder who has his own problems, his own difficulties and his own limitations and then prepare your trainee to deal with that man, with all his limitations and circumscribing conditions, you will realise that the problem is not only keen and important but also vital. Today there can scarcely be any dispute about the fact that scientific improvements in agriculture is initially costly. Whether you consider the use of fertilizer, whether you consider the drainage of the soil, whether you take into account utilisation of water resources, whether you take into account plant protection measures, or utilisation of improved implements or improved seeds, at every stage, you come up against the problem of not only ensuring quality and production, but also making available to the agriculturist the means by which he can secure all these assets and aids to agricultural production. But if you turn to the agriculturist himself, you find him having certainly some asset of commonsense and keen practical approach to his own life and to his own problems, but with the farm that he has at his disposal, the little instruction that he can command, and the comparatively poor capital assets that he has and the high standards of paying

capacity that we prescribe in order to give him the actual resources that he needs, you will find that the trainee's task to persuade him to take to various methods of improvement becomes a very difficult one indeed. The trainee may have at his own disposal all the competence that you can inject into him, may have at his disposal all the appliances that you can provide him with and all the equipment that you can give him, but these would avail him very little if ultimately he finds in the object of his attention an incapacity to translate into the practice what he can impart. It has been said by a very noted speaker of the House of Commons that oratory is the art of persuasion and the best way to persuade is to show a complete knowledge of the subject. From that point of view you have hardly left anything to be considered in the equipment of the trainee but I am afraid that persuasion does not end there. Persuasion ultimately has to be in the terms of limitations of the person whom you are going to persuade. I think you will have to develop ultimately some method of approach to the cultivator through your trainee, which whilst not solving his problems of these limitations because it is beyond your trainees' capacity to solve them, he will still be able to make some impression on the cultivator as far as knowledge and its adaptability are concerned. It is very difficult to manage human beings with their limitations. I think one of the great tributes that Shakespeare paid to his elderly wife whose name, as you know was Anne Hathaway when he said "Anne hath a way

Anne Hathaway
To charm all hearts
Anne hath a way"

You have to have almost that capacity of charm in your village worker. In spite of those limitations he has to carry conviction to the agriculturist and I think in your training of that worker you have to instil into him or at any rate carry to him all the virtues of patience tact, and perception of the difficulties which he is going to face instead of limiting yourself either to the theories or generalities of the syllabus that you have devised undoubtedly with great care and deliberations. I am emphasizing the psychological and other factors because I do realise that so far as the academic side of the training is concerned, there is hardly much scope for any improvement except that you have to enlarge from time to time its contents owing to the greater and greater burden being placed on him more or less on the lines of the proverbial Washerman's donkey. But apart from that aspect there are human aspects to which I have referred, which seem to require emphasis, attention and a clear perception from the point of view of the trainers.

I know that you have your difficulties and the training institutions are still evolving themselves. In fact, the rate of expansion ever since our planned economy began, has been quite rapid and sometimes I am amazed that with all the disadvantages and handicaps so much a has been done in such a short time.

I know very well that sometimes your work has elements of discouragement. There are difficulties in the way and often you feel that you do not get enough that you need. In fact in all these matters one has to be realist and if you are a realist, discouragement should be easy to combat and difficulties should after all be not so difficult to surmount. In your role as trainers or as participants in conference, you have to keep your feet firmly on the ground and whilst avoiding any ambition for the impossible, try to harbour real ambition for doing what is feasible and what is practicable. It is not always that we succeed in doing what we can but even to do what you can, is a sufficiently ambitious task for human beings. There is no element of discouragement if you cannot do more than what you can. It is from that point of view that I would like you to look at the problems of your trainees and at your own problems and evolve in these deliberationsions, methods of approach which would taken into account the objectives that you have to serve and finally the great purpose in this scheme of Extension that you have to achieve.

I shall be looking forward to the results of your deliberations because any such deliberations carry the planning and the thinking part of one's activity farther. I have no doubt that by pooling your thoughts and your experiences together, you will take extension methods farther than they were yesterday and much farther than they were years ago.

Thank you,

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ADDRESS

By

Dr. Douglas Ensminger, Representative in India
The Ford Foundation.

Mr. Varma, Mr. Tarlok Singh, & Friends:

I thank you, Sirs. I am very pleased to be here. I am only sorry that I did not have the opportunity to be with you for the last couple of days.

Ten years ago you started operation of the first Extension Training Centres - 24 of them. Necessarily, you had to begin the work without any experience either in Community Development or in training programmes.

I well remember the decisions that were taken and the direction that was given to the first Training Centres. These can be summarised in three points. First, the given objective was to train multi-purpose Extension Workers who would be able, concerned, and motivated to assist village people in finding solutions to their problems in agriculture, health, education, and in their related difficulties of making a living more effectively. Second, it was decided that, since Community Development was to be a self-help programme and its methods were to be educational, the village worker was to be trained in methods and techniques of extension education. Finally, because the Instructors assigned to the Training Centres at that time lacked experience both in Community Development and in training in Extension Methods, it was decided that about 60 percent of the time of the staff and the trainees would be spent in the Training Centres and the other 40 percent would be spent in the villages.

These Centres were pretty much turned loose then for one year to develop the methods and techniques of training for the learning process of training. At the end of the year, the experience showed that all had encountered enough common problems and common successful experiences to enable beginning the process of laying out a programme for the future. That was the start from which the present highly valuable training programme has grown.

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You have now had 10 years of experience in training of staff for Community Development work. Your achievements in these past 10 years, starting without experience and without training, have been great indeed and are a matter of very great significance to India. They are something that the Nation as a whole can be proud of.

However, even while we think with pleasure of past accomplishment, it is necessary to look also to the future and the needs which it poses. Those needs are great and are growing every day, especially in the field of Community Development and training. Therefore, you face a strong challenge to carry your work forward at a greatly accelerated pace in the future. I know that, since you could do what you did in the past decade without earlier experience, you will be abundantly able to meet this challenge under today's more favourable conditions.

If you will now take full advantage of the past 10 years of a Nation's experience, you will be able to lift the quality of training to a much higher level than it is today. I believer this is both an opportunity and a solumn obligation for all workers in Extension training. In the final analysis, Community Development will succeed only as well-trained people are put into staff positions, who understand and accept the philosophy and the objectives of Community Development and are themselves competent in carrying the methods to the staff and to the people.

You have before you now a new element in the field of training which you did not have 10 years ago - the Panchayati Raj system. Again it seems to me that you have before you a real challenge to examine your training programmes, to make sure that the staff going from the Training Centres understands the Panchayati Raj programme and is competent to help assure its success.

I am very pleased to be here. I do sincerely congratulate you on the job you have done to date. But do not assume that you can rest on your oars, because the job ahead of you is even more difficult than the one you have just done. I feel sure that you have the competence to do it well.

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Valedictory Address

by

Shri Tarlok Singh
Additional Secretary, Planning Commission.

Mr. Chairman and friends,

I am grateful to you for giving me an opportunity to say a few words this afternoon. When the chairman first asked me to come, I responded readily because I felt that I would have a chance of meeting a group of workers with whom one does not have a chance of meeting frequently enough.

Ever since 1951, when Dr. Ensminger first came to us and started working out the scheme for the first group of Extension Training Centres with Shri Darle, I have been keenly conscious of the tremendous role which training institutions have to play not merely in training the batches who come to them from period to period but also in maintaining a certain continuity, in bringing old and new experience together, and in serving as centres from which a certain light keeps on shining all the time. And yet, as in many other fields, we do not always recognise the significance of training and education. There is much greater under-standing of these things now than there was. But I still think that much more has to be done.

Your present conference, I gather, comes at the end of three other seminars which have been organised on a regional basis. I had a chance of looking at the proceedings of those seminars and I was greatly impressed by the amount of trouble which all concerned had taken to pick out the problems, analyse them and arrive at specific conclusions which call for action. This morning again, as part of my own education, I came for a while to listen in to what you were discussing. Just before coming here, Shri Bhoj Raj Singh was good enough to tell me about the more important conclusions which you have reached. It is obvious that these conclusions will call for action at many points, on the part of the principals, on the part of the district and block agencies, on the part of the State Governments and here also at the Centre. I would only

say this that in whatever, arising from your conference, the Ministry of Food and Agriculture, feel that the Planning Commission could do to help them, they could certainly count on us.

We started our extension training and extension work along with the community development. I think we have not always succeeded in conveying what we really meant by community development. Right from the First Five Year Plan, we never understood by Community Development, the particular projects or schemes which could be taken up on the basis of what is known as the schematic budget of the community development programme. We always thought of community development as a method of work which, on the one hand, would harness all the agencies of the Government and, on the other, help the people of each area to organise themselves for their own advancement. And today, community development is really a kind of harnessing of all the energies and resources that the Government and the people possess. Even when we have all the institutions and all the money and all the physical facilities, how much we get out of them, may differ a great deal from area to area and from one period to another. Therefore in adopting the method of community development, it has never been in our mind to provide only the service facilities, the resources the institutions, basically we have to provide for all these, and also to see how we can impart to them a creative and dynamic quality of growth, of achievement in terms of the needs of the people as felt by them.

It is true that the idea of Extension to a larger or smaller extent came to India from the experience of countries like the United States. But it also came to us through the work of Gandhiji and a few other pioneers. In both cases the essential situation was that the people had to help themsevles and a certain element, not so much of organisations as of assistance to the people, in doing things for themselves, had to be added. If I had to define Extension, I would say that it is the method of working with individuals and with groups who decide for themselves. In the beginning it is inevitable that the extension worker should be working with individuals, but the concept of Extension in our thinking has always extended beyond that. It has included tht concept of the community helping itself, helping all its members, and developing a sense of unity and of mutual obligation. However, imperfectly we have worked it over the years, our experience has led us to broaden the very idea of extension, the methods which go into it and the scope of the efforts to be made.

Thus, the idea of Extension in its wider sense, community development, and the kind of social and economic structure, the living standards, community life, which we want to see developed really come close together to the point of identity. The reason why in India we have stressed the role of the community very much more that might have been done in other countries is that our individual, be he farmer, artisan, or agricultural worker, is a very small person, with very small resources, without the means of obtaining the knowledge and the skill he needs. Therefore, when we succeed in bringing together individuals in any of these categories into larger groups - into a community, we not only enhance our ability to be of some little assistance to the members of the community but also greatly enhance the possibilities of mutual help on the part of the community itself. I believe, there is no work more difficult and more challenging than that of a person who has to work with the people at the level of the local community. My own experience in this is very limited. But whatever little I was able to learn during particular periods of intimate working with the people, of what each situation meant to different sections of the rural community, filled me with the faith that we are extraordinarily fortunate in our rural communities, in their sense of values, in the sense of diginity, in their willingness to share. I think the very opportunity of working with the people should go a long way to make light of whatever tasks we have to carry out.

The extension worker obviously needs tools and resour-ces to work with the people, He has to be something of a social scientist. He deals with men in the raw, close to life without the kind of attractions which are available in the National or State capitals. The extension worker has also some how to be both in the community and outside it. In the community - as a participant in all that is vital, in all that matters, in all that the community is doing to life itself. Outside the community in the sense that he has to stand away from those narrower conflicts which arise wherever human beings live or function together. It is a combination of detachment as well as identification. It is a combination of both a sense of service and a conception of silent leadership. This can, I think, ultimately develop and bear full fruits only if the institutions where training is imparted are equally filled, equally inspired by the nature of the task which the trainees have to carry out.

I spoke a little while ago about the role of the community in our situation. We express the idea in various forms - the cooperative the panchayat, the voluntary organisation. All these are forms of community action which come within the scheme of extension and community development. Dr. Ensminger said something about Panchayati Raj. I do not know if all of you have had time to see what is stated in the Third Five Year Plan on this subject. The point has been made in the Plan that Panchayati Raj does not mean just the non-official institutions at the village, block and district level. Panchayati Raj means the complete network of extension, including all the organisations through which rural leadership functions -- Panchayats Cooperatives and other voluntary organisations. In this composite network each limb has its own function, its own distinctive role. It is not a role of subordination of one to another as some see it. It is an arrangement under which some persons have one set of functions along with the obligations that go with those functions. The question is not one of who has authority and who has not, but of one having one set of functions and another a different set. It is the combination of these functions which enables us to transmit ideas, to organise community action for carrying skills and resources to enable the people to help themselves. In other words, I emphasize that the coming of Panchayati Raj means a certain fulfilment of an idea which was basic to community development from the day we started. It is not a question of reducing the role of any one group of workers or enlarging the role of another group of workers or enlarging the role of another group of workers, but of fitting the official and non-official workers, into a single composite whole -- a method of work which goes with democratic functioning and with planned development.

A point was made in these papers about what was going to happen to the Extension Training Centres after 1963. I think the question is not correctly posed. I recall, back in 1953, a Seminar on Extension at Bhopal which was organised by the F.A.O. and the Ministry of Food & Agriculture together, for which I had occasion to prepare a paper. In that paper I pointed out that the kind of extension worker that we are going to need will itself go on changing and developing as the community develops, as the needs of the community become more specialised, as levels of education rise, as the skills demanded change. So then, we have to visualise a process in which the country is changing rapidly, in which each rural community is changing. And those who serve the community, whether as official workers or as non-official workers, they too have to acquire the skills and the knowledge which will enable them to

serve that community. Therefore, I would visualise a process in which the educational level of those whom we take in as village level workers is going up steadily. I would visualise the skills that are to be imparted being also raised progressively. I would visualise workers trained in a multiple sense but supported much more thickly than at present by workers who are more specialised in different fields. I would think of the whole body of village level workers as a pool from which we should be drawing higher level workers for more specialised fields. From what I read in the agenda papers, I wish to suggest that the answer given here about what is to be done with the Extension Training Centres is not only inadequate but is also too restricted in scope. I say this because the tasks of community development and of rural development as a whole in the coming years are far wider than is being assumed, if I may say so with respect, even by experienced workers of the community development movement, and possibly by some of those who are imparting training in extension work. Let me mention briefly just a few points that I have in mind.

First of all, there is the whole question of planning from below. We have not yet quite succeeded in evolving the methods and the approach in the preparation of village plans, block plans and district plans and in giving effect to them, not in the sense of imitating this scheme or that scheme, but of making them a creative means for bringing together whatever resources, facilities and services the Government agencies can provide and the local resources, local manpower and local energies. The foundation ultimately of the village plan or the block plan is that a group of people, given certain assistance, certain guidance, are able to carry their own development, their living standards, the levels of productivity which they reach, much higher and progressively higher than they could do earlier. Now, on that sort of foundation of achievement, which involves every single individual in that community, rests the success not merely of the plans of given area, but also our national plans, of all that we stand for.

From this, let me go on to mention a few tasks which must become a much bigger ingredient in all our work than they have been in the past. Take education. I think the efforts made in carrying adult education, social education to the people, men and women, have been extremely meagre, and our failure in this respect so far is a serious drag on future progress. You will find in the Third Plan the proposal that each community,

each village community, should be enabled to do the maximum it can to provide literacy and adult education to all its members. How is this to be done? Every single school in the country, primary school or middle school, should become a basis for such extension education. For this purpose, certain resources are to be provided. Wherever the people are ready to go forward, those resources should become available automatically. I do not see any reason why within a decade, everyone who is today, let us say, below 40 cannot be made literate. The real potential of those who can read and write for this task has not even begun to be seriously tapped.

Take this whole idea of raising yields in agriculture. The kind of work it requires is difficult, but I am sure great results can be achieved. I hope that in the intensive agricultural districts we are able to get these results much more by creating local effort than has happened so far. But the key point here is how we can make each person much more productive. I have seen how levels of skill differ from area to area, from group to group, and quite often we do not have to go far to find the methods and attitudes which produce results. We do not take full advantage of these. We do not harness even the knowledge readily available. We do not assist those who are willing to do with fairly elementary forms of supplies, guidance and so on. And quite often, I fear, in each area, since that consciousness of doing a job which is our own, accomplishing something for ourselves, does not always exist, we keep finding reasons for not being able to do this or that. I fear, we do not always recognise that 99% of both the possibility of success and the possibility of failure lies within us. It is only a little bit that somebody else can do for us and only a little bit that somebody else can take away from us.

Then take the problem of employment. There is the rural works programme which is now being extneded. We want to make it a very big thing. We have said perhaps in an ad-hoc manner, that the programme has got to be developed so as to find for 2½ million persons by the end of the Third Plan, work to the extent of say, 100 days a year during the slack agricultural season. The possibility of carrying out this rural works programme depends very largely on each area being galvanised sufficiently to deal with its own problems. Then they will know where the gaps in the production and employment structure are which have to be filled and what are the things to be done. They will not look upon any additional amount provided for the local works as just

something more than they had before, but rather as an element which helps them to complete their task.

Take again another vital area - diversification of the rural economy so as to balance agricultural occupations with the great deal of non-agricultural work. We are just engaged in formulating proposals for pilot projects in the intensive development of various small industries, linking this up also to the extent possible with the extension of rural electrification, raising thereby levels of productivity of the population in agriculture as well as in other fields.

Now all these are new tasks in area planning - social education and citizenship education, raising of productivity in agriculture, work for bringing about a diversified and balanced rural economy. I am sure you will agree that each of these things is a big task in itself. Together, they really comprise most of everything that matters in our development, almost everything on the foundation of it, our whole development of the future - building up of democratic institutions, creating opportunities for the weakest amongst us, bringing those who have been neglected, who are less provileged or who have fallen behind in the economic race to the level of the rest. I would add also - creating new human and social relationships at all levels in the life of the country. All these are, I am sure you will agree, tremendous task, the foundations of which lie in the work which you do in your various institutions and in the work of those whom you send out to labour with the people.

One last word. It is an unfortunate habit amongst us that we tend to measure the value of a person or the value of his work by the salary or the remuneration that he gets. I was greatly surprised some years back when they told me in Switzerland, that a teacher inthe primary school is paid more than the high school teacher, because he has a far more difficult task. It may be that some day here in India too we would be able to reward those who do the most difficult kinds of work - work which constitutes the foundation of all other efforts - far more adequately than we do at present. I am sure there is growing understanding of this problem. But while these processes take time and there are always difficulties of finding the resources for everything we want to do, at least we can convince ourselves and convey to others the sense that the value of the work that each of us does is measured by its significance in the life of the country, by its significance to us and to those for whom we work, and not merely in material terms. I have no doubt that the quality of democracy depends ultimately on a true recognition of the sense of each man's worth for what it is.

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RECOMMENDATIONS AND CONCLUSIONS

AGENDA ITEM (b):

PROGRAMME OF TRAINING VILLAGE ARTISANS IN THE ROLE OF WORKSHOP WINGS ESTABLISHED AT TRAINING CENTRES.

The programme of training the rural artisans to provide ready service, repair, maintenance and other facilities in connection with the agricultural implements was gone into and the role of the workshop wings in this connection was redefined as under, with a view that these that these facilities may be created in the rural areas enabling thereby the popularisation and adoption of improved agricultural implements.

Role of Workshop wings:

(1) To train the rural artisans to successfully undertake the work of repairs, service and maintenance of improved agricultural implements, tools and pumps etc. and manufacture of simple implements and their spare parts. It envisages the training of village artisans into Farm Mechanics.

(2) To provide technical skill and professional techniques to the already established artisans in the above by arranging shorter duration orientation courses.

(3) To popularise the use of improved and proven implements in the villages around the training centres by arranging useful demonstrations on the farmers fields and by follow up of this programme.

(4) To conduct field tests of the existing agricultural implements and make such modifications and changes which are necessary according to the local requirements.

(5) To provide adequate ground for the training of VLWs by creating suitable extension field in the neighbouring villages where the trainees could practice in the actual handling and use of improved agricultural implements.

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(6) To help the trained village artisans in setting up their workshops, procurement of loan and raw materials and provide them with technical guidance to improve their professional competency.

The programme of artisans training at the workshops in different States and the problems arising thereunder were discussed in detail and the following recommendations were make to make this programme more realistic and useful in the furtherance of agricultural implements programme:

Recommendations:-

i) Workshop wing is an integral part of the training centre and each centre whether a Basic Agricultural School or an integrated training centre must have a full fledged workshop wing. It will be possible then to develop a good implements programme in the block to provide adequate training ground to the VLW trainees.

ii) There should be no rigidty about running only a particular type of course at a workshop. The facilities created at the workshop should be utilised to the maximum for the benefit of agricultural programme in the villages. Different types of courses of varying duration may be devised according to the needs of particular areas. Similarly separate courses of varying duration may be run for those who are beginners and those who have been in the trade for considerable period and need only orientation in the skill and techniques etc. Each state, therefore, should draw programme for each workshop wing according to its own requirements.

This will also necessitate the full utilisation of the training capacity of the workshop and different types of courses may thus be arranged to use the facilities to the maximum advantage.

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iii) Effective coordination should be brought about between the Agricultural Engineering Department, Industries Department and Community Development Organisation in order to make the programme really useful. This will avoid duplication of such an activity by any of these Departments. This could be done by a small committee either at district or Regional level which may consist of the representatives of the above three Departments.

The workshops should have a close link with the Agricultural Engineering Department of the state for purposes of technical guidance so that latest developments could flow quickly from the department and the problems faced by the workshops may also reach the technical experts for solutions.

iv) The greatest emphasis should be laid on the selection of suitable trainees for undergoing training at the workshops. There should thus be closer link between the workshop and the blocks wherefrom the trainees are drawn for a particular course.

v) A minimum stipend of Rs. 50/- per month should be paid to each trainee. Of course, when experienced village artisans are called for shorter duration orientation courses it would be necessary to pay them more and thus the stipend of Rs. 3/- per head per day could be paid to attract suitable persons for joining such courses.

vi) The training centre and the block staff should work in close collaboration to build up a suitable implements programme in the block which will enlighten nearby cultivators to take up improved implements.

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vii) Full utilisation of the Revolving Fund should be ensured. States which have not so far utilised the above fund may take such steps which are necessary to utilise this fund for the betterment of this programme.

This fund should be able to provide some incentive to selected village artisans.

viii) At some places suitable physical facilities are not available. These physical facilities in the shape of buildings, equipment, electirc connections and trained staff should immediately be provided to make the programme of workshops really an effective one.

ix) Steps should be taken to recruit suitably qualified instructors who could successfully undertake the above mentioned programmes. Arrangements for their training should also be made to make them really effective. Full strength of the staff needs to be provided at each workshop wing without any delay.

x) Maximum facilities of supplies of raw material etc. should be provided to the trained artisans. Similarly, provision of loan for their establishment should also be made.

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AGENDA ITEM (c)

SYLLABII FOR THE PRE-SERVICE TRAINING OF GRAMSEVAKS AND THE GRAMSEVIKAS.

Syllabus for the training of Gramsevaks:

While discussing the proposed syllabus for the two years integrated training courses of the VLWs., the role and the functions of the VLWs. came into discussion. The actual work done by the VLWs. in the field differes from State to State and the experiences gained by various States were pointed out. It was, however, pointed out specifically and agreed to unanimously that the multipurpose concept of VLW has to be maintained and he has to serve as an Extension agent and not as a supplies and services man. It is, however, emphasised that in view of the changing conditions particularly due to the advent of Panchayati Raj, the syllabus should be brought in tune so that VLWs may serve more and more as Extension Agents.

While going through the eloborate and comprehensive proposed syllabus, it was decided that the conference may make some of the general recommendations while the details may be left to a small cub-committee which may go through all the aspects of the syllabus and make necessary changes therein on the basis of the main recommendations made by the conference. Thus a small sub-committee consisting of the following was formed:

1. Shri Bhoj Raj Singh, Joint Director, Directorate of Extension.
2. Representative of the Ministry of Community Development & Cooperation (Deptt. of Community Development).
3. Representative of the Ministry of Community Development and Cooperation (Deptt. of Coop).
4. Shri U.C. Gildyal, Principal, Institute of Instructions in Community Development, Rajpur.
5. Shri T.P. Tiwari, Deputy Development Commissioner, Uttar Pradesh.
6. Shri K.S. Shroti, Asstt. Development Commissioner, Uttar Pradesh.
7. Shri Dwarkinath, Director of Inservice Training, Mysore.
8. Shri M. Michael, Asstt. Development Commissioner, Madras.

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9. Shri H.W. Butt, Principal, Extension Education Institute, Nilokheri.
10. Shri G.S. Vidyarthy, Senior Extension Officer, Directorate of Extension.
11. Shri K.S. Yadav, Agricultural Extension Engineer, Directorate of Extension.
12. Shri N.B. Pradhan, Principal, Gramsevak Training Centre, Betul (M.P.).

Following recommendations were made for the changes in the proposed syllabus:

(a) Considerable discussion took place with regard to the grouping of the subjects of "Extension Education", "Social Education", "Community Development", "Planning" & "Administration". There was divided opinion with regard to the groupings of these subjects into two papers. The consensus of opinion ∠that the importance of "Social Education" and "Extension Education" should not be reduced in re-arranging these subjects into the groups. The item concerning the administration should be dealt as a separate topic under the major head of Administration, so that other items may not be diluted by mixing them with administrative items. In the case of Social Education and Extension Education, there is bound to be over-lapping and repetition and it was felt that such repetition may be allowed to remain as it was inevitable for the simple reason that while dealing with the subject of Extension Education general background has to be given to the trainees and on the other hand when it is dealt under social education, more working details have to be explained. ∠was

(b) Agricultural Engineering and Minor Engineering should be merged together. The portions dealing with Soils and Manures.may be taken away from Paper I to Papter II.

(c) Since VLW is not directly responsible for the working of Cooperative Societies, it was recommended that the total period for this subject may be reduced and the syllabus which was.too eloborate one may be made simple. Instead of this, the emphasis may be given to the subjects of Animal Husbandry and Public Health.

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(d) The whole programme envisages 6 hours study which is too much and should be brought to 5 hours with one hour's compulsory library study and one hour's shramdan.

(e) The word 'promotion examination' may be substitutded by 'annual examination' which should have its weightage on the annual examination like other periodical examinations.

It was recommended that the weightage between the final examination and periodical examinations including annual examination should be in the ratio of 30:70. It was further recommended that the categorisation should be ~~for~~ the Ist, IInd and IIIrd Divisions and the percentage should be the same as in other colleges and schools.

(f) <u>Paper wise changes:</u>

i) <u>Agricultural Paper No. I :</u> Soil and Fertiliser to come to Paper II, Minor Engineering portion should be included here. Minor repairs of sprayers and dusters and other such equipments be added in it.

ii) <u>Agriculture Paper No. II:</u> Soils and Manures from Paper No. I be brought here. "Handling and ---------- meteorological instruments" be deleted.

iii) <u>Agriculture Paper III:</u> Bee-keeping be taken into Industries. Medicines and herbs be completely deleted.

iv) <u>Animal Husbandry:</u> Key village scheme under Poultry should be substituted by All India Poultry Development Scheme. Sexing of chicks and caponisation be deleted. Similarly inoculation should also be deleted.

v) <u>Cooperation:</u> As pointed out earlier the topics under this item were very eloborate and ~~some of which needed~~ deletion of certain items which were considered to be superfluous for VLWs ~~were~~ was necessary. Examples were quoted about Historic growth, Rochadale experiment etc. It was left to the sub-committee to go into details.

vi) <u>Public Health:</u> A mention was made about the expanded nutrition programme and mid-day meals for being included in VLW syllabus.

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Syllabus for the training of Gramsevikas:

The Conference appreciated the draft syllabus for the training of Gramsevikas, which had been prepared on the basis of the recommendations of the three Regional Seminars and suggestions received from various State Governments on the subject. It was felt that the quality of training will be appreciably improved as soon as the modified syllabus comes into force. It, however, was felt that before the syllabus is finally adopted and approved, a small sub-committee may go into the various details thereof and redraft the syllabus so that it could then be circulated to the States. Following recommendations in this connection were made:

Recommendations:

(1) A sub-committee consisting of the following was constituted to examine the various proposals and the draft syllabus in accordance with these recommendations and put forth the syllabus which could be circulated to the States:

i) Dr.(Mrs.) Rajammal P. Devadas, Principal, Sri Avinashilingam Home Science College, Coimbatore.
ii) Miss Yasmin Morenas, Senkor Home Economist, Directorate of Extension, New Delhi.
iii) Mrs. S. Soundram, Deputy Director (Women's Programme), Ministry of Community Development & Cooperation, New Delhi.
iv) Smt. V. Kercood, Deputy Director (Women), Social Welfare Department, Lucknow, U.P.
v) Miss B. Anjani Devi, Director of Women's Welfare, Madras. 8.
vi) Mrs. M. Farewell, Special Officer, Women & Children's Programme, Directorate of Development (Plans & C D.). Shillong, Assam.
vii) Miss Sarla Devi, Assistant Instructress, Gramsevika Training Centre, Kottarakara (Kerala).

(2) The syllabus should be considered as a guide and not a rigid document for the training programme. It should be adjusted according to local conditions which differ from state to state particularly in respect of educational qualifications of the gramsevikas.

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(3) The recommendations of tht three Regional Seminars were considered to be constructive one's which are likely to improve the quality of training.

(4) The syllabus should spell out the subject-matter topics in greater detail.

(5) Various items contained in the following topics be examined and in view of the changed conditions it might be necessary to reshuffle them from one major head to another. This would need thorough examination by the sub-committee:

(a) Extension principles and techniques.

(b) Home Management.

(c) Food & Nutrition.

(d) Domestic and Commercial Crafts.

(6) A period of four to six weeks of job training was considered to be essential which should form a part of the normal training programme which should be extended to 13/13½ months.

(7) Subject matter refresher training courses for Instructresses which are very helpful in building up the calibre of the Instructresses should form part of the regular training programme. Such refresher courses should be arranged subjectwise.

AGENDA ITEM (f):

EVALUATION - EVALUATION OF TRAINEES, TRAINING PROGRAMME BOTH AT THE CAMPUS & IN THE FIELD

1. The subject of evaluation was discussed in relation to the agenda papers which were considered to be elaborate ones on the subject. The conference while endorsing the suggestions contained in the agenda papers, emphasized that the primary objective of evalu--ation should be to analyse, understand and appreciate the relative merits or deficiencies of trainees, content of training, various situations and methods and procedures. It helps in determining how far the training programme has progressed, to what extent the training imparted has been assimilated by trainees and how much further it has to be carried through to accomplish the predetermined objectives.

2. After having discussed the various methods and procedures of evaluation followed in different States, following general recommendations were made. It was emphasized that each training centre should evolve methods of evaluation within the frame work of the agenda papers and these recommendations:

Recommendations:

(i) The evaluation of trainees and the training programme should be a continuous process throughout the training course. Various methods and procedures laid down in the agenda papers should be adopted with suitable changes by the training centres according to their own situations and conditions. Removal of the defficiencies of the trainees should be the major objective of examinations and tests.

(ii) Elimination of undesirable candidates should be done in the beginning of the course. Of course maximum precautions should be taken to arrive at a correct conclusion. Principals may be delegated necessary powers to eliminate unsuitable trainees.

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(iii) Assessment of personality traits, such as initiative, leadership discipline, attendance, participation and camp life, is the most difficult task and suitable practical methods have to be worked out so that each trainee is assessed according to his ability and the evaluation is impartial and perfect. For this purpose the trainees should be devided into small groups and attached to each instructor who could observe and guide individuals closely.

(iv) While discussing the syllabus it was recommended that in overall evaluation 70% weightage should be given to periodical and annual examinations while only 30% should be earmarked for the final examinations.

(v) The Principals and Chief Instructresses of Gramsevika Centres should take keen interest and initiative in guiding the instructional staff to carry out the evaluation work systemetically and impartially.

(vi) The performance of the trainees as a whole in periodical and final examinations should be taken as a basis for the evaluation of instructors.

(vii) Self evaluation by the instructors of their performance should form an important programme at the centres.

(viii) Officials and non-officials at various levels should be associated in the evaluation of the trainees and the training programme with a view to make the training programme job related and field oriented.

(ix) The opinion of the trainees should be taken formally and informally with regard to lectures, talks, practicals, discussions and seminars. This should be done when they have gained sufficient experience and every effort should be made to encourage them to give their opinion without any fear.

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AGENDA ITEM (g)

REFRESHER TRAINING PROGRAMME OF GRAMSEVAKS

The Conference discussed the subject of Refresher Training of Gramsevaks and Gramsevikas and endorsed the objectives underlying this programmo as defined under:-

a) To fill up the gaps resulting from incomplete training given earlier.

b) To keep them abreast with the latest researches in different subject matters and Extension techniques.

c) To help to solve day-to-day problems experienced in the actual assignements.

d) To teach them new subjects which the experience has shown to be important in rural development and to teach them new Extension techniques.

e) To promote their morale and develop confidence in their ability.

f) To remove the angularities developed in field workers in course of time by providing them a forum where they could freely discuss and talk about various problems.

The importance of inservice or refresher training courses was realised more and more, particularly in a dynamic programme of Community Development where emphasis has to shift from one item to the other. In the present context of things, it was considered more and more important due to the advent of Panchayati Raj and emphasis on agricultural production.

Progress so far made in this connection in the various States was discussed in detail and following recommendations were made for the improvement and intensification of the Refresher Training programme of Gramsevaks and Gramsevikas;

1. The programme of Refresher Training of Gramsevaks and Gramsevikas needs to be intensified in view of the urgent field requirements. The States which have not yet started the programme should do it without any delay.

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2. Due to various reasons, Refresher Training programme of Gramsevikas could not be started during the Second Plan. There is an urgent necessity for starting it in all the States.

3. The standard syllabus circulated by the Directorate of Extension has to be considered as a suggestive one. The syllabus to be followed in Refresher Training courses is to be drawn in consultation with the trainees themselves, specialists at various levels and administrative officers concerned so that it might come to the required standard. For the formulation of the syllabus, it was suggested:

a) The defficiencies of the trainees should be found out by different methods of formal and informal disucessions, quiz tests, practicals and seminars, etc. These should be tabulated and an effort should be made to cover these items during the training.

b) Suggestions should be invited from technical and administrative officers at different levels so that their viewpoint may also be incorporated in the syllabus.

c) Points noted by instructional staff during follow-up tours need inclusion.

d) Reports received from the Block staff with regard to the deficiencies and weaknesses of the VLWs will also have to be included.

4. The duration of Refresher Training Course for VLWs is to be of two months and one month for Gramsevikas. Ad-hoc courses to remove their particular deficiencies in selected subjects could also be organised for short durations according to requirements.

5. Number of trainees for a course should be about 30 - 35 and care should be taken that all the trainees are, by and large, of the same age group and educational back-ground.

6. Refresher training courses should be held strictly on regional basis.

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7. There should be no separate institutions for Refresher Training courses alone. The initial training and Refresher Training should run concurrently at the same institution. Both the courses will thus benefit from each other.

8. Emphasis during the entire training programme has to be more on teaching by group discussions and seminars, etc., and the lectures have to be resorted to bear minimum number for such items particularly for imparting new knowledge.

9. Necessary physical facilities for running such courses in the shape of buildings for accommodating the trainees, classroom, etc., have to be provided with the least possible delay.

It is not possible to carry out this programme by the normal staff and additional staff has to be provided for the purpose.

10. One of the important functions of such Refresher Training courses will be to create reading habit among the trainees. There should be provision for library reading and library facilities for the purpose should be built up. The trainees may be allocated different topics to prepare their notes.

11. The subject matter specialists and important non-officials should be associated particularly during group discussions and seminars to give the training a real practical shape.

12. There should be no formal examinations and tests. Scientific methods of evaluation for evaluating the programme should, however, be devised with a view to improve the training programme in future courses.

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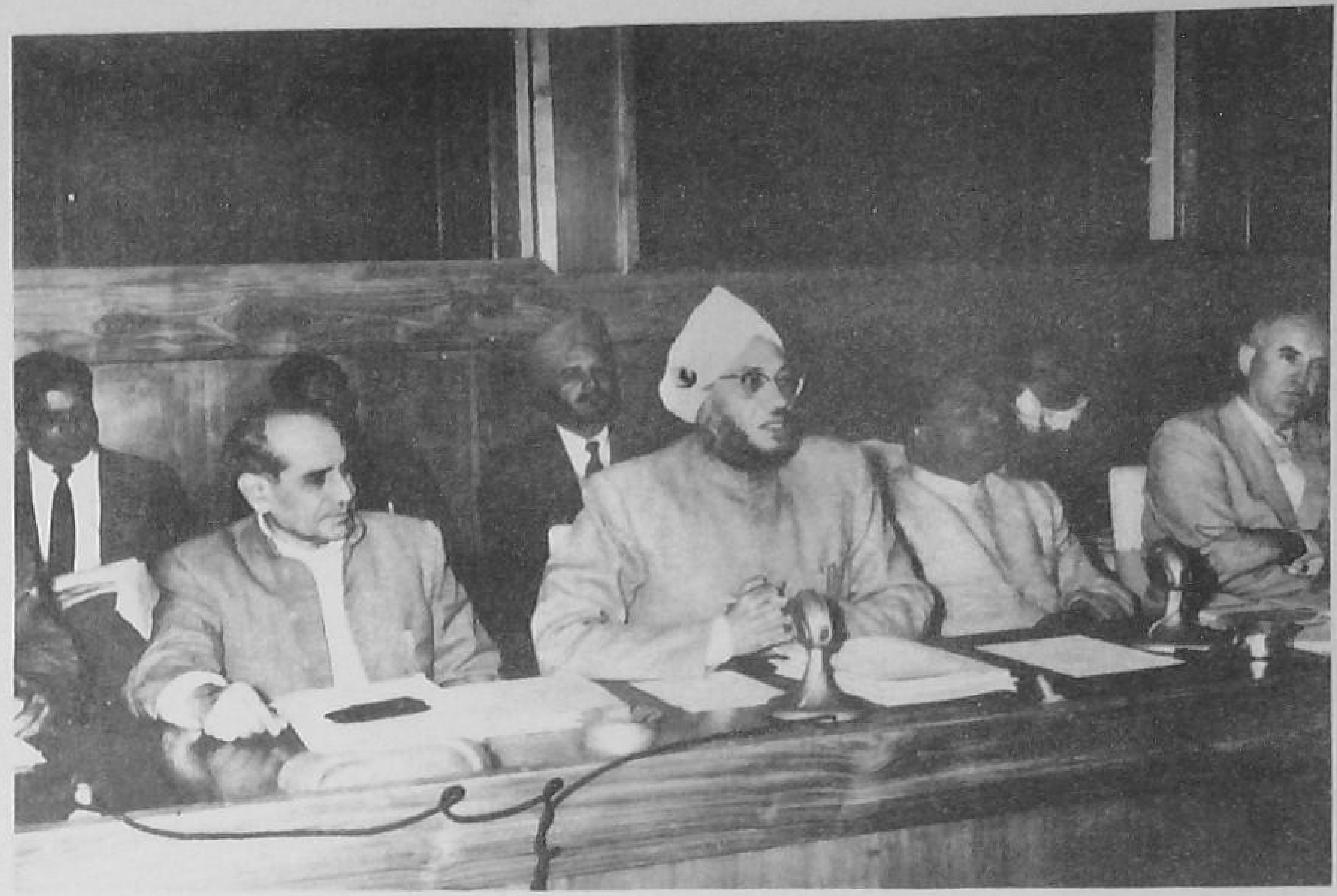

Shri Tarlok Singh, Additional Secretary, Planning Commission, participating in the discussions

A group of delegates and representatives from different organisations and States participating in the discussion

Bihar and Himachal Pradesh delegates participating in the discussion

Dr. D. Ensminger, Chief Representative, Ford Foundation, addressing the group

AGENDA ITEM (d):

FIELD PROGRAMME DURING INSTITUTIONAL TRAINING AND JOB TRAINING PROGRAMME (BOTH FOR GRAMSEVAKS AND GRAMSEVIKAS).

INTENSIVE DEVELOPMENT OF FIVE VILLAGES BY TRAINING CENTRES.

The Conference emphasized the importance of field programmes to correlate theoritical and practical studies with a view to develop required degree of skill and desirable attitude and aptitude among the trainees. Although the States had made considerable headway in improving this aspect of training programme, it was felt that there was ample scope for further improvement which is likely to produce very good results. It was considered that as suggested in agenda notes, the field programmes may be divided into:-

a) Planned and guided village visits.

b) Special seasonal village programme.

c) Job training.

The recommendations made at the three Regional Seminars were by and large, endorsed by the Conference with the emphasis that proper programme planning should be done before trainees are sent out to vilages for either of the three programmes mentioned above. It reiterated that the success could not be achieved unless effective coordination was brought about with the block staff. The duration of stay of trainees in villages during institutional training came up for discussion and it was felt that both in the case of planned and guided village visits and special seasonal programmes, the duration should be decided according to the programme drawn for the purpose and there should be no rigidity about it. It may vary from centre to centre. It was, however, emphasized that in all cases, guidance from the instructors and the block staff should be ensured.

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With regard to the ~~development of five villages around the training~~ centres there was considerable discussion and the States put forth their views according to the existing situations in their areas. It was, however, felt that it would be useful to develop and undertake this programme keeping in view all the limitations. More emphasis has to remain on methods of extension education rather than any special financial and material help from any source. It is likely to provide proper ground for the training purpose, if the programme is developed on scientific lines.

Recommendations:

1) Selection of villages should be done well in advance and continuity of the visit of trainees should be ensured.

2) The village practical work should start after three months during which the trainees have to be given basic subject-matter knowledge. However, there should be no rigidity about it and the trainees could be taken out to the villages even during this period if particular situations demanded it.

3) The number of trainees to be sent to villages may be decided by the centre itself. No hard and fast rule could be laid about it as it largely depends on the number of villages and their distance from the centre. In the case of gramsevikas, the number is certainly to be more as they have to work near the training centre.

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4) Advance programme planning in collaboration with the block staff and ensuring proper supervision has to be done to achieve maximum results.

5) A considerable number of cultivators may be given to each trainee with whom he is expected to work during special seasonal programmes.

6) Suitable arrangements of supplies and credit has to be arranged in advance for the items of work proposed to be undertaken during the visit of the trainees particularly during special seasonal programmes. Follow up programme has also to be drawn carefully for the completion of the items left incomplete during special seasonal programmes.

7) For job training only nearby blocks should be selected. In the case of gramsevikas, preference may be given to coordinated block/Project Implementation Committee. The number of trainees to be deputed in a village and with a gramsevak will depend according to the local conditions. An effort should be made to attach two trainees with one good VLW.

8) The period of job training for gramsevak should be 2½ months, followed by a fortnight's reassembly at the training centre for discussions etc. In the case of gramsevikas, the period of job training should be one month which should be over and above the 12 months training course. During this period the candidates should be appointed and placed under job training with experienced gramsevikas.

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9) Before the trainees go for job training, they should be given complete instructions with regard to the work that they have to do. Stress during this period should remain on the quality of work rather than on quantity.

10) During job training, the trainees should attend the meetings of the Panchayat, Cooperative Societies, Panchayat Samiti etc. and they should maintain records and diary in the normal proformas which the gramsevaks and gramsevikas have to maintain.

11) Evaluation of the village programmes should be done by the Training staff, Block staff and external examiners particularly to assess its shortcomings and to effect future improvements.

12) Each Training Centre should develop five villages round the Training Centre on scientific lines to make them realy model villages in course of time.

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Agenda Item (E)

Specialisation in certain items of extension programme at each training centre to provide model training ground for field workers.

While the above subject came up for discussion it was noticed that there was some doubt among the delegates with regard to the meaning and concept of the term 'specialisation'. Some members confused it with 'study and Research' projects and considered that it was beyond the purview of the training centres, while others felt that it was already included in the special campaigns that are taken up during seasonal activities. The purpose and the objectives of undertaking such a programme were discussed at length and the doubts of the delegates were removed. Some of the delegates narrated their experiences that they had gained in taking up this programme at some of their training centres. It was considered that such a programme could be taken up without in any manner jeopardizing the normal activity of the training centre, at the same time utilizing the resources of the training centre to the best advantage to make the programme practical. Such a programme does not envisage any additional financial burden on training centres but is sure to create good ground for practical training particularly in these selected items. It was, however, pointed out that instead of calling it 'specialisation' it may be termed as 'intensification' as the former is slightly confusing and the latter served the purpose well. It was left to the states either to call it "intensification in certain items of extension" or " specialisation in certain items of extension programme", which even may suit the states concerned.

By and large, the advantages of such a programme were considered as:-

Advantages:

i) It will help to better utilise the resources human, material and technical available at the training centres.

ii) It will bring about better coordination and and close relationship between the block staff and the training centre staff which ultimately will help to better the training programme.

iii) This will enable the training programme to be field oriented and problem related and will bring the instructors and the training centre nearer to the village people who are likely to develop confidence in them.

iv) The trainees after the completion of their training will go to the blocks fully convinced with the utility of such programmes and it will be possible for them to undertake such items of the programme on intensive lines in their blocks.

v) Economic programmes undertaken for intensification on scientific lines will help in popularisation of the programme in the villages and thus economic conditions of the people will be bettered.

vi) Suitable ground and atmosphere will be built up both at the training centre and in the villages for imparting refresher and inservice training to the experienced VLWs who are already in the field for three to five years.

Following recommendations were made with regard to the adoption of this programme at the training centres:-

__Recommendations__

i) Each training centre must select out two to three items for intensification or specialisation according to the local conditions.

ii) Before taking up the programme, it is absolutely necessary to survey the existing situation and find out the available financial, material, technical and man power resources that will be available for the implementation of the programme.

iii) Programme planning should then be done in close collaboration with the block staff before actually launching the programme. Village Panchayats and Block Samiti have to be fully involved both at the stage of programme planning and actual execution of the programme.

iv) Allocation of duties between the instructional and the block staff should be clearly indicated. The educational aspect of the programme has to be emphasized at all stages.

v) Proper coordination with the block and other agencies working in the area is a necessity for the success of the programme.

vi) Case histories with regard to the programme planning and its execution should be prepared and published for the use of other training centres and the feild workers.

vii) Evaluation of the programme should form a continuous process in order to judge the efficacy of the programme, so that shortcomings could be rectified.

Agenda Item (H)

Youth Programme - Strengthening of youth clubs in the training centre, blocks to create model for effective training of field workers.

During the course of discussions on Rural Youth programme around the training institutions, some State representatives felt that perhaps there was some duplication in this work between the Ministry of Community Development and the Ministry of Agriculture, particularly in organisation of State level camps by the Community Development Ministry and Regional training courses by the Directorate of Extension(Ministry of Agriculture). Some participants expressed a strong feeling to have a clear-cut ideology which could be adopted uniformly while others drew particular attention to age limits for both boys and girls club membership and stated that the age limit for both boys and girls should be 17 and not 25.

It was recognised by all delegates that the Youth Programme should provide an opportunity for a homogeneous and balanced growth in recreational, cultural, social and economic fields and training centre blocks are ideally suited on account of their being very near to village and village organisations and having adequate physical and other technical resources for the purpose.

The purpose and objective of the youth clubs in the training centres, Block, were gone into thoroughly and it was emphasized that the training centres had to play a vital role in the training of not only V.L.W. trainees but also officials and non-officials connected with this programme in the Community Development Blocks, in Youth activities to enable them to take up this programme systematically.

The Conference made following general recommendations for building up youth work in the training centres, blocks.

i) Youth movement should become a national movement having its deep roots in the villages and federated links at block, district, State and national levels. The pilot rural youth clubs should also be fitted in this pattern.

ii) The idealogy of the youth programme should be non controversial and non-political having potential for generating enthusiasm in youth.

iii) There should be close relationship and coordination between official and non-official voluntary organisations dealing with the youth programme so that all existing resources are available for the growth of rural youth programm

iv) The age limit of boys who are entitled to become the members of the youth clubs is 13 to 25 years and for girls 12 to 17 years. It was recognised that a boy between the age of 18 to 25 years has a requirement more that of an adult, Therefore, the age limit for both boys and girls should be kept between 12 to 17 years. The maximum age limit for boys should be 17 years and not 25 years. Since this is an important matter of policy decision, it would be taken up with the Ministry of Community Development and Cooperation for final decision.

v) The need for trained staff in youth work at all institutions and blocks was recognised. Steps taken up by the Ministry of Community Development and Directorate of Extension (Ministry of Agriculture) are positive ones to provide necessary "know-how" and "do-how" in club activities to official and non-official organisers. However, in future the

programme of training be phased in such a manner that the State Governments are able to utilise the resources of both the Ministries in the best possible manner. The training centres are by far the best institutions for conducting training of officials and non-officials.

vi) The pilot youth clubs which serve as field laboratories, for Gramsevak and Gramsevikas trainees ~~much~~ fully be equipped with suitable equipment and literature, etc. on the projects which club members take up according to local conditions.

vii) Youth clubs should have close relationship with the Panchayats and Cooperatives and these organisations should be able to provide all technical, material and financial help in their development as successful voluntary organisations.

viii) Proper and planned follow-up programme should be drawn with the help of block, training centre, and other voluntary organisations associated with this programme. This would provide an opportunity to the organisers to ascertain the difficulties experienced by club members, their parents and maintain a close touch with the official and non-official agencies interested in club work and the club members.

ix) The incentives and awards play quite an important role in building up youth work. As such each State Government may prepare a suitable programme in this Direction.

x) Multi-side development of youth has to be kept in view while taking up various programmes. Recreational activities should be coupled with economic, social service and cultural activities.

<u>Agenda Item (I)</u>

<u>Panchayati Raj and Cooperative activities among the trainees during the training programme.</u>

The above subject was taken up for discussion under two parts:

a) Panchayati Raj.
b) Cooperative Activities.

Panchayati Raj

While discussing Panchayati Raj at the training centres, the delegates expressed their grave doubts with regard to the utility and usefulness of the introduction of this system at the training centres. They pointed out the limitations that were inherent at the training centres for the implementation of this programme and doubted if this will give a real education to trainees in Panchayati Raj. They particularly pointed out that as this system did not relate to the actual situation, it could not have any good effect on the trainees and it may lead to the stretching of the system to ridiculous extreme. It was agreed that Panchayati Raj system in a training centre could never substitute the job training. The main purpose of introducing this system was only education of trainees for promoting interest and understanding of Panchayati Raj. It was generally felt that in spite of its limitations, this system has proved beneficial in building up the stature of the trainees, if it is properly worked and is also not likely to disturb the administration of the training centres.

Recommendations:

i) That the system of Panchayati Raj should give a fair trial by introducing it at the Gramsevak and Gramsevika Training Centres. The scheme may be amended according to local conditions prevailing at the training Centre. No doubt there are limitations in working out the scheme, but the trial should be given without any reservations.

ii) Each training centre may select out its own items at its option according to facilities available.

iii) The training at the training centres under the scheme should not be considered as a substitude to the job training.

iv) The difficulties of maintaining the continuity of trainees between incoming and outgoing batches could be overcome by certain methods which have already been adopted at some of training centres.

v) Matching grant system as already in vogue at the Orientation and Study Centres, should be introduced at these Centres as well.

Cooperative activities

Here again the trend of discussion was almost the same as in the case of Panchayati Raj and the members expressed doubts if the scheme could serve the purpose for which it was being introduced. It was felt that the trainees would be working in these societies under artificial conditions which might create wrong impressions in their minds. With regard to the cooperative farming and cooperative poultry keeping at the training centre, there was definite opinion that this could not be taken up at present. It was, however, agreed after discussions that efforts should be made by the training centres to develop cooperative canteens, cooperative messes and cooperative consumers' stores at the training centres. The small plot meant for vegetable gardening could also be worked on cooperative basis. It was recommended that the scheme may be given a fair trial by taking up some items at each of the training centres.

Recommendations:

1. Some of the items of cooperative activity like the consumer's cooperative store, cooperative canteen and cooperative mess etc. may be taken up by each of the Training Centre according to its conveniences and a fair trial should be given to the scheme for the education of the trainees.

2. None of the activities should be considered as a substitute to job training in cooperation.

3. For the present the management of Instructional Farm and the Poultry unit should not be taken up on cooperative basis.

Agenda Item (A)

Administrative Problems of the Training Centres.

1. The quality of training is to a large extent dependent on physical and administrative conveniences available at the training centre. Adequate and fully trained staff is an asset to bring in required standards of training. Physical facilities in the shape of buildings, instructional farms, poultry units and equipment for various subjects are necessities at the training centres without which no efforts whatsoever can improve the qualitative aspect of the training programme. Since theoretical and practical studies at the campus have to be directly related to field training in the villages to make the programme problem oriented and field-related, effective coordination has to be brought about with the block agency on the one hand and the non-official voluntary organisations on the other.

2. Well paid, highly qualified, experienced and properly trained staff need to be provided at the centres. Steps have to be taken to attract suitable persons of the above calibre by providing them suitable incentives in the shape of better scales of pay, special pays, rent free quarters and opportuniti of enhancing their educational qualifications etc. With regard to the latter, details about the facilities of advanced studies both in the country and abroad were explained. The position with regard to the foreign scholarships offered by TCM and other bodies was reviewed and it was pointed out that so far full quota of assistance could not be made use of because adequate nominations were not received from the State Govts. It was emphasized that state Goverments may recommend sufficient number of instructors and Principals for training abroad which will ultimately improve the training programme as a whole.

3. The trainee is an important link in the whole programme and the quality of the finished product produced at these centres will, by and large, depend primarily on the type of persons selected for undergoing the training. The stipend paid to them and the age of recruitment play an important role in attracting suitable persons for undergoing the training courses.

4. The future of these institutions after 1963 and the role that they have to play was also reviewed and it was emphasized that all these institutions will permanently exist for purposes of not only initial and in service training of Gram Sevaks and Gram Sevikas but various other allied training programmes for which these institutions were best suited. As such State Govts. have to take adequate steps to properly equip these institutions on permanent

lines and such of the facilities which do not exist have to be provided as quickly as possible to convert them into real institutions of learning.

5. The question of pattern of financial assistance from the centre for these schemes also came up for discussions but it was pointed out to the delegates that this conference was not the proper forum for that discussion. However, when Shri Tarlok Singh, Shri A.D.Pandit and Shri D.P. Singh from Planning Commission joined the discussions the delegates expressed their views and the difficulties with which they will be confronted in the execution of various training schemes by the change in the pattern of central assistance for the next four years of the plan period. The assistance so far was, non-recurring 100% and recurring 50% while under the new scheme, it has been reduced to 75% for non-recurring and 25% for recurring. The states had their own difficulties to implement these schemes fully because originally these schemes were drawn on the pattern of assistance followed during the second plan and there was no indication of change in the pattern while the plan proposals were being drawn and discussed.

6. These were some of the problems connected with the administration of the training centres which were discussed at the conference which, by and large, endorsed the views expressed in agenda papers circulated by the Directorate of Extension. Various matters concerning the administration were gone into thoroughly and following recommendations were made:-

Recommendations:

1) Staff at the Training Centres

a) Strength of the staff at the training centres

i) Additional staff to be provided, in the shape of separate instructors for the subjects of Cooperation and Panchayat, a whole-time librarian a carpenter-cum-mechanic, a whole-time teacher in public health, a special Balwadi trained teacher and an Artist-cum-Photographer. So far as the latter is concerned, it was felt that one Artist-cum-Photographer could serve several training centres and the States should make the full use of this functionary by providing sufficient work.

ii) Training reserve should be created in the cadre of the Instructors and Principals.

b) Recruitment & Training:

i) Best, highly qualified and experienced staff should be drawn from the field for manning the training centres. The selected persons should be given adequate training in Extension Methods and Techniques and Teaching Methods particularly in relation to Panchayati Raj and agricultural production. The inter-changeability between the field and the training centre staff was re-emphasised.

ii) Minimum qualifications for the post of the Principals at the training centres should be prescribed by the Extension Directorate for the convenience of the States. Other things being equal, the Principal should preferably have an agricultural background but there should be no rigidity about it in the prescribed qualifications.

c) Incentives:

i) The post of the Principal should uniformly be in Class I of the State Class I Service and those of the Chief Instructress of the Home Science Wing and the Chief Instructor of Workshop Wing should not be less than Class II.

ii) In view of the element of exchangeability with the field staff which was re-emphasized a suitable compensatory allowance of special pay to the Principal and Instructors, should be given.

iii) Rent-free quarters, free medical aid and free transport facilties for the children of the members of the staff are immediate necessities, and provision thereof should be made.

iv) Facilities for obtaining regular degrees and diplomas from universities within the country and outside should be provided to the instructional staff as an incentive. All the seats offered by the T.C.M. and other organisations for studies in foreign universities had not so far been utilised. It was emphasized that the State Government may nominate sufficient number of the members of the instructional staff for being sent abroad to acquire higher qualifications.

d) Administrative matters

Following suggestions contained in the agenda papers were gone through and fully endorsed by the Conference as its recommendations:-

i) Principals should be delegated with adequate financial and administrative powers to enable them to function efficiently. They should enjoy all the powers which are generally delegated to the District Development Officers/District Planning Officers.

ii) Chief Instructors of the Workshop Wings and Chief Instructresses of the Gramsevika Training Centres should have powers to grant casual leave, earned leave up to 1½ months, imposing fines on the trainees, writing of the confidential remarks of the staff, sanction of petty expenditure up to Rs.25/- and day-to-day arrangements of training in their own spheres.

iii) Suitable medical facilities be provided to the trainees and provision of funds for the purchase of medicines, not available in dispensaries, should be made.

iv) The Gramsevika Training Centre should get the benefit of the visits of a lady Doctor periodically.

v) Government vehicles may be allowed to be used for the transport of sick trainees to hospitals or dispensaries in special cases.

vi) Quick transfers of the staff should be avoided and the posts of Instructors should not remain vacant for more than a month. The block staff should be of high calibre so that is could give necessary technical guidance to the trainees. Special attention, therefore, should be paid to post suitable staff in the blocks where the training centres are situated. All the circulars issued from the headquarters, the Zonal Offices and the District Offices should be endorsed to the training centres so that they are posted with latest developments.

II. Physical facilities

Physical facilities in the shape of buildings, instructional farm, instructional dairy, a poultry unit, a fisheries tank, a horticultural nursery, a bee-keeping

unit, vehicles for transport and equipment for different subject matters should be provided according to the standard lists drawn for the purpose. Each State Government should check once again the needs of different training centres and steps should be taken to provide all these facilities according to the standards already laid.

III. Coordination with the block and other agencies

i) Suitable steps should be taken to bring effective coordination between the block and the training centre.

ii) Non-official voluntary organisations like the Bharat Sewak Samaj and others should be closely associated with the training programme particularly in view of the changed conditions in the context of Panchayati Raj.

iii) There should be closer link between agricultural colleges, Veterinary colleges and Home Science Colleges than what it is at present.

IV. Building up the calibre of the Instructors and Principals for improving the training programme.

Suggestions contained in the agenda notes reproduced hereunder were accepted in full with some additions:

1) Participation of the instructors and Principals in:

a) Subject matter refresher courses and seminars at suitable intervals.

b) Orientation courses in Community Development.

c) Extension techniques and methods courses at the Extension Education Institute, Nilokheri and those to be established at Anand/Hyderabad.

ii) Visits by the Principals and Instructors for the study of the programmes at

a) Research stations.
b) Other training centres in the State.
c) Other training centres in nearby States.
d) Blocks in the same district or outside the district.
e) Agriculture/Veterinary Colleges.

iii) a) Study circles at the training centres.
b) Staff meetings for reviewing the programme.
c) Circulation of papers to other centres for getting their suggestions.

d) Correspondence with their counterparts and the research stations.

iv) Deputation of selected instructors and Principals for improving educational qualifications(Master's Degree and Doctorate) in India and foreign universities according to the facilities available. Full utilisation of the facilities offered by the T.C.M. and other organisations of foreign training.

v) The Principal/Chief Instructress of the Training Centre should play an important role in training his/her instructional staff by sitting in their classes and suggesting ways and means for their improvement.

vi) Representatives of the Extension Wings in Agri. Veterinary and Home Science Colleges should be invited to the Regional and National Conferences.

V. Stipend to the trainees

i) Minimum stipends of Rs.50/- should be paid to the trainees.

ii) Channels of promotion of the Gramsevaks and Gramsevikas should be well defined to attract suitable persons.

iii) Minimum age limit should be reduced from 19 years to 17 years so that bright boys might join this training after completion of their matriculation examination.

VI. Role of the Training Centres after 1963

All the institutions have to function as permanent institutions for providing training facilities for different types of training programmes including the pre-service and inservice training of Gramsevaks and Gramsevikas, State Governments should take effective steps to properly equip these institutions as permanent ones.

VII. Nomenclature of these Institutions

It was deferred till the opinion of the Development Commissioners was obtained on the subject.

Agenda Item (J) Miscellaneous

Best Gramsevaks were being awarded prizes by the Ministry of Community Development and Cooperation. It was recommended that such prizes should also be awarded to the best of Gramsevikas and a scheme of awarding prizes to Gramsevikas on the lines of Gramsevaks should be started. This matter may be referred to Ministry of Community Development and Cooperation.

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AGENDA PAPERS

AGENDA FOR THE NATIONAL CONFERENCE ON EXTENSION TRAINING TO BE HELD AT VIGYAN BHAVAN, NEW DELHI FROM 20TH TO 22ND OF DECEMBER, 1 9 6 1 .

(a) Administrative problems in connection with the training of gramsevaks and gramsevikas.

i) Staff at the training centres - strength of the staff, recruitment and training, incentives and administrative matters.

ii) Physical Facilities - buildings, instructional farm, instructional dairy, poultry unit, fisheries tank, horticultural nursery, bee-keeping unit, equipment for different subject-matters, vehicles and land for kitchen gardens at (Gramsevikas Training Centres).

iii) Coordination with the block and other agencies.

iv) Building up the calibre of the instructors and principals for improving the training programme.

v) Stipends to the trainees.

vi) Role of training centres after 1963.

vii) Nomenclature of these institutions.

(b) Programme of training village artisans and the role of workshop wings established at training centres.

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(c) Syllabi for the pre-service training of gramsevaks and gramsevikas.

(d) Field programmes during institutional training and job training programme (both for gramsevaks and gramsevikas).

Intensive Development of 5 Villages by the Training Centres.

(e) Specialisation in certain items of extension programme at each extension training centre to provide model ground for field workers.

(f) <u>Evaluation:</u>

i) Evaluation of trainees.

ii) Training programme both at the campus and in the field.

(g) Refresher training programme for the gramsevaks and gramsevikas.

(h) Youth programmes - strengthening of youth clubs in the training centres to create models for effective training of field workers.

(i) Panchayati Raj and Cooperative activities among the trainees during the training period.

(j) Miscellaneous items.

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PROGRAMME OF NATIONAL CONFERENCE

VENUE - VIGYAN BHAVAN, NEW DELHI

Date	Time	Programme
20.12.61	10.00 to 11.00	Formal inauguration of the Conference i) Introductory address by Shri Y.N. Verma, Extension Commissioner. ii) Inaugural address by Shri V.Shankar, Special Secretary. iii) Vote of thanks by Dr. J.C.Ramchandani, Director of Extension Training.
	11.00 to 11.30	Tea
	11.30 to 12.30	General discussions on agenda item (b) Programme of training village artisans and the role of workshop wings established at training centres.
	12.30 to 14.00	Lunch
	14.00 to 15.30	General discussions on agenda Items (e) and (i). Specialisation in certain items of extension programme at each training centre to provide model ground for field workers. Panchayati Raj and Cooperative activities among the trainees during the training period.
	15.30 to 16.00	Tea
	16.00 to 17.00	General discussions on agenda item(g) Refresher training programme for the gramsevaks and gramsevikas.
21.12.61	10.00 to 12.30	General discussion on agenda item(c). Syllabi for the pre-service training of gramsevaks and gramsevikas.
	12.30 to 14.00	Lunch
	14.00 to 15.30	General discussions on agenda Item (d) and (f). Field programmes during institutional training and job training (both for gramsevaks and gramsevikas). Intensive development of Five Villages by the Training Centres.

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Evaluation:-

i) Evaluation of trainees.
ii) Training programme both at the campus and in the field.

15.30 to 16.00 Tea.

16.00 to 17.00 General discussions on agenda item (h). Youth programmes - strengthening of youth clubs in the training centres to create models for effective training of field workers.

22.12.61 10.00 to 13.00 General discussion on agenda Items (a) and (j).
Administrative problems in connection with the training of gramsevaks and gramsevikas.
i) Staff at the training centres - strength of the staff, recruitment and training, incentives and administrative matters.
ii) Physical facilities - buildings, instructional farm, instructional dairy, poultry unit, fisheries tank, horticultural nursery, beekeeping unit, equipment for different subject-matters, vehicles and land for kitchen gardens at Gramsevika Training Centres.
iii) Coordination with the block and other agencies.
iv) Building up the calibre of the instructors and principals for improving the training programme.
v) Stipends to the trainees.
vi) Role of training centres after 1963.
vii) Nomenclature of these Institutions. Miscellaneous items.

13.00 to 15.00 Lunch.

15.00 to 15.30 Concluding session:
i) Address by Dr. Douglas Ensminger, Chief Representative, Ford Foundation.
ii) Valedictory address by Shri Tarlok Singh, Addl.Secy.Plann.Commn.
iii) Thanks giving by Shri Y.N.Verma, Extension Commissioner.

16.30 to 17.00 AT-HOME From the ExtensionCommissioner.

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Agenda Item (a)

Administrative problems of the Training Centres

I. Staff at the Training Centres

The success of the training programme entirely depends on the quality of trainers. It has been seen by experience that whatever physical facilities may be created at the training centres, if the instructional staff is not competent enough to deliver the goods, the desired quality of the workers cannot be produced. Willingness of the trainers is another important factor which has to be kept in constant view and suitable incentives have to be given to the teaching staff so that it may work with zeal and the programme may be saved from being developed into a formal mechanical educational programme. The subjects of
(a) Strength of staff at the Training Centre
(b) Recruitment and training
(c) Incentives
(d) Administrative matters.

were discussed in a number of earlier conferences where important recommendations had been made to improve the quality of personnel at these institutions. This subject was again reviewed and thoroughly gone through at the Three Regional Seminars this year and following recommendations have been made. Some of these have already been implemented in some States while others need to be considered.

(a) Strength of the staff at the training centres

In addition to the existing number of instructors and technical staff, it was considered that the strength of the staff should be increased to have the followings:

i) Separate instructor for the subject of Cooperation and Panchayat. It is not possible to get the two subjects dealt by one man.

ii) A whole time librarian for the effective and efficient development of library service.

iii) Provision for the post of an artist-cum-photographer for the development of visual aids.

iv) Provision of demonstrators (VLW cadre) 3-4 particularly in the subjects of agriculture, horticulture, animal husbandry and agricultural engineering. They will be extremely useful in conducting practical classes at the campus and village visits.

v) A post of carpenter-cum-mechanic where it does not exist.

vi) Whole time staff for teaching the subject of Sanitation and Public Health.

vii) A special Balwadi trained teacher should be on the staff of the Gramsevika Centres.

(b) Recruitment and Training

i) Best men of highest calibre should be selected for the training centres.

ii) Training staff should be drawn from field workers of the different departments so that the training may be field oriented and problem related. The selection should be done by a high powered committee.

iii) They should be given adequate training in:

Philosophy and concept of the whole programme -particularly in relation to Panchayati Raj and stress on Agricultural Production, Extension methods and techniques, Teaching methods, subject matter refresher training. Now since the Ministry of Food & Agriculture have three institutions for the purpose, full advantage of the same should be taken and all Instructors and Principals should be deputed for training.

iv) Earlier conferences had recommended interchangibility with field posts at specified intervals. It was recommended that no such time limit be prescribed and that every case should be decided on individual merit.

(c) Incentives

i) The post of the Principal should be uniformally Class I in the State Class I Service. The posts of Chief Instructresses of Gramsevika Centres and Chief Instructors of Workshop Wings should be in State Service Class II.

ii) In view of the element of exchangability with the field staff, there should be suitable compensatory allowance or special pay admissible with each post of the instructional staff. Madhya Pradesh has already implemented it.

iii) As recommended in all the earlier conferences, rent free quarters for all the members of the staff, free medical aid and educational facilities particularly with regard to the transport of children in Government vehicles should be provided to the staff of the training centres.

iv) It should be ensured that those who come to training centre are not by passed at the time of departmental promotion even if they are temporary Government servants.

v) The instructional staff should be afforded facilities of obtaining regular degrees and diploma from the universities within the country and outside. In order to enable the instructional staff to avail of such opportunities in this country or abroad there should be suitable provision for leave and training reserves in the strength of the centres.

(d) Administrative matters

i) In order that the Principals may function efficiently it is necessary that they are delegated with enough financial and administrative powers, so that it might not be necessaryto make references on small matters to higher authorities. It was recommended that all financial and administrative powers which are conferred on District Development Officers/ District Planning Officers may be delegated to the Principals.

ii) The Chief Instructresses of the Gramsevika Centres and Chief Instructors of Workshops should also be vested with suitable administrative and financial power so that these units could function efficiently under the overall control of the Principal. Powers such as:

a. Grant of casual leave to staff;
b. Grant of earned leave for 1½ months;
c. Imposing fines on the trainees;
d. Writing of confidential remarks of the staff working under each unit;
e. arrangements of day to day training programme including village visits etc.
f. Financial powers to sanction petty expenditure upto Rs. 25/- or so.

iii) Suitable medical facilities, should be made available for the trainees. Some provision of funds should be available for the purchase of medicines which are not available in the dispensaries. There should be a provision for the visit of a Lady Doctor at GTC. Government vehicles may be allowed to be used for the transport of sick trainees in unavoidable cases.

iv) Quick transfers from the training centres should be avoided. The programme is dislocated if a member of the teaching staff is shifted in the middle of session.

v) The posts of the instructors at the training centres should not remain vacant for more than a month. A panel of names should be available at the State Headquarter from which the posts should be filled.

vi) Well qualified and specially selected staff should be posted in the Blocks of the training centres so that they may be able to effectively guide and supervise the trainees.

vii) All the circulars issued from H.Q. Zonal offices and District level should be endorsed to the training centres so that they are posted with latest developments.

II. Physical facilities

It has been recommended in the previous conferences and reiterated in the Regional Conferences that suitable physical facilities in the shape of buildings and equipment should be available at each centre so that it could impart

effective training to the Gramsevaks and Gramsevikas. The items which deserve attention and which have to be provided are:-

(a) Buildings

Hostels including kitchens, dining halls, bath-rooms, latrines, etc.
Cottage units with separate kitchen, store-room and bath-room for Gramsevika Centres
Class rooms
Laboratories
A small Workshop
A library
A reading room
An auditorium
Residential quarters for all the members of the staff.

(b) Instructional farm of 30 acres with irrigation facilities.
(c) A small instructional dairy of 15 cattle.
(d) A poultry unit of 50 birds.
(e) A fisheries tank.
(f) A horticultural nursery.
(g) A bee keeping unit.
(h) Equipment for different subject matters which will include tools, implements, medicines, machines, Projectors, Generator, Films, insecticides, pesticides, instruments and others for which standard list is already available in each State.
(i) Vehicles for transport purposes. The Gramsevika Training Centres where vehicles are not available should immediately be provided with them.
(j) One acre land for the Gramsevika Centre for kitchen garden.

III. <u>Coordination with the Block and other agencies</u>

Blocks work as field laboratories for the trainees. Extension training is incomplete and ineffective unless it is perfected in the field. Trainees learn the practical aspect of the subjects and observe their utility by actually practising it in the villages of the Block. Therefore the Blocks are essential for imparting practical training and have to be treated as vital units of the training scheme. Through their effective utilization it is possible to impart really useful extension training. Complete harmony and effective coordinations with the Block personnel and the programme is therefore very necessary. Without least intervention in their administration and normal routine, each member of the Block team should be closely associated with the training programme. For this purpose the following steps are suggested:

(a) Joint-staff meetings for field practicals, village visits, special seasonal programmes and job training.

(b) Block staff to be fully involved in the work of supervision, guidance and evaluation of the field programmes.

(c) Block staff to be utilized for giving talks on subjects like preparation of family and village production plans, loans, grants-in-aid, and budget etc. and it should be associated with seminars, symposia, conferences and other such activities for the improvement of the training programme.

(d) Informal meetings in and outside the campus should be arranged to give opportunities to the members of the block and training team to come close to each others through socio-cultural activities.

(e) Selected members of the Block staff should be invited in the training conferences.

In U.P. effective coordination has been brought about by attaching the blocks to the training centres and by placing the Principal of the Centre in Superior charge of the Block. This was recommended at the Regional Seminars for adoption in other States as well.

In addition it will be necessary to have effective coordination with other institutions like:

(a) Other training centres near these centres.

(b) Agriculture/Veterinary or other colleges in close vicinity.

(c) Cooperative/Panchayat institutions at village and Block level.

(d) Youth clubs and Mahila Mandals.

(e) Bharat Sewak Samaj.

IV. <u>Building up the calibre of the Instructors and Principals for improving the training programme</u>

In order that the training programme may not develop into a mechanical formal educational programme, it is absolutely necessary that the programme is constantly evaluated and a well thought out programme of building up of the instructional staff is developed so that it may not suffer from the general weaknesses found in the Educational Institutions. The instructors and Principals have to make persistent efforts to improve it by adopting various techniques, skills and methods for imparting training. For this purpose it is

necessary that besides the selection of suitably qualified persons for this important job, their knowledge should be kept up-to-date with the latest technological developments and that they should be kept in proper spirits to successfully discharge the duties entrusted to them. There were various ways and means to build up the instructional staff. Some of the important items for adoption at the training centres are:

(i) Participation of the instructors and Principals in:

(a) Subject matter refresher courses and seminars at suitable intervals.

(b) Orientation courses in Community Development.

(c) Extension techniques and methods courses at the Extension Education Institute, Nilokheri and those to be established at Anand/Hyderabad.

(ii) Visits by the Principals & Instructors for the study of the programmes:

a. Research stations.

b. Other training centres in the State.

c. Other training centres in nearby States.

d. Blocks in the same district or outside the district.

e. Agriculture/Veterinary Colleges.

(iii)

a. Study circles at the training centres.

b. Staff meetings for reviewing the programme.

c. Circulation of papers to other centres for getting their suggestions.

d. Correspondence with their counterparts and the research stations.

(iv) Deputation of selected instructors and principals for improving educational qualifications (Master's Degree and Doctorate) in Indian and foreign universities according to the facilities available. Full utilisation of the facilities offered by the T.C.M. and other organisations for foreign training.

V. Stipends to the trainees - Gramsevaks, Gramsevikas, Artisans.

The question of stipends to the trainees came up for discussions at a number of earlier conferences and recommendations had been made that the stipend should not be less than Rs. 50/- p.m. Some of the States have already implemented this recommendation while in others the position is as it was. This was discussed at the three regional seminars and there is unanimous recommendation that in view of increase in cost of living and enhancement in the training period of Gramsevaks and Gramsevikas, it is absolutely necessary that the amount of stipend is raised to Rs. 50/- p.m. without any delay as it is adversely affecting in attracting suitable trainees.

VI. Role of the Training Centres after 1963

There is some misapprehension in some quarters about the role of these centres after 1963, when the country will be covered by blocks. No doubt, the bulk of the pressure of pre-service training will be over but this does not mean that these institutions will become surplus after that date. The demand of inservice or refresher courses for the V.L.W. is already being experienced. This programme had been started in the Second Plan and will be intensified during the Third Plan. These institutions will continue to cater for (a) Initial training of V.L.Ws. where about 2,500 persons calculated @ 5% (to meet the losses due to promotions, desertions, resignations, weeding out of unsuitable persons etc.) of the total cadre of 50,000, will be necessary and at least 50 institutions will be engaged in this work. (b) Refresher training will be required to be arranged at least at an interval of 3-5 years. Since the facilities are limited in the beginning only those V.L.Ws. who have completed 4-5 years in the field will be called for these courses which will entail a stupendous task of training 10,000 V.L.Ws. every year which will need another 50 training institutions. Thus it would appear that the 100 institutions all over the country will be fully utilised and will work almost on permanent basis for some time to come. They will also be used for such other Extension Training Programmes which might come up e.g. higher training of Gram Sahayaks and Progressive Village Farmers, Youth leaders and artisans. As such the institutions need to be developed on permanent pattern and such of the facilities which do not exist have to be added and provided. The same holds good for the Gramsevika centres as well. With the development of specialised programme (being discussed elsewhere) it is envisaged that these institutions will become places of learning for Extension Education in action.

VII. Nomenclature of these institutions

These centres were called by different names in different States e.g. in U.P. they were called Training-cum-

Extension Projects, in Madras Rural Extension Training Centres and in other States Extension Training Centres. The Gramsevika Training Centres were called Home Science Wings. A suggestion was made to the States by this Directorate that these centres be named as Gramsevak/Gramsevika Training Centres. This has been accepted in some States while in others they still call them by old names. These training centres are being used for Extension Education not only of Gramsevaks and Gramsevikas but for the training of rural artisans, Gram Sahayaks etc. This subject was discussed at Regional Seminars and it was recommended that these centres may be called as Rural Extension Training Centres where we could have wings' for different purposes e.g.

(a) Gram Sevak Training Wing

(b) Gram Sevi ka Training Wing

(c) Work Shop Wing

(d) Gram Sahayaks Training Wing

(e) Etc.

Agenda Item (b)

Programme of training village artisans and the role of workshop wings established at training centres

1. The use of improved Agricultural Implements is one of the most important item of popularization for increased agricultural production. Experience has shown that the greatest impediment in the adoption of improved implements by farmers has been the lack of availability of quick and cheap service, repair and maintenance facilities to the cultivators in the villages. With a view that these facilities may be available to the cultivators at their door, the programme of establishing workshop wing was taken up in the First Plan and expanded to 25 workshops by the end of Second Plan. Another 25 workshop wings are to be established in the Third Plan. There is a proposal now to have a workshop wing attached to each Gram Sevak Training Centre. Thus it is expected that there will be about 100 workshop wings at each of the training centres to meet the urgent need of training village artisans in the repair, service and maintenance of improved agricultural implements so that the cultivators may adopt the implements successfully.

Role of Workshops

2. The role of the workshop wings has been defined as:--

i) to train village artisans to successfully undertake the work of repairs of improved agricultural implements and tools and manufacture of small implements and their parts.

ii) to help the trained village artisans in setting up their workshops, procurement of loans and raw materials and provide them with technical guidance from time to time to improve their professional competency.

iii) to popularise the use of improved and proven implements in the villages around the training centres by arranging useful demonstrations on the farmers' fields and following up the programme.

iv) to conduct field tests of the existing agricultural implements and make such modifications which are necessary according to local requirements.

v) to provide adequate ground for the training of village level workers in the handling and use of improved agricultural implements.

3. Standardisation of training:

Although some improvement has been effected in the recent past in the functioning of the workshops, but it is far from satisfactory and the programme needs tobe fully oriented to fulfil the objectives with which the workshops have been set up. The training programme has to be so moulded that (a) it provides facilities of learning the art of maintenance, service and repair of all improved types of implements and manufacture of simple types of implements and spare parts of improved agricultural implements, by the young sons of the artisans who have a leaning and inclination to settle in this profession after training, so that they could take up this work effectively and efficiently and that (b) it provides facilities of improving the professional skill of the artisans who are already in the job and who cannot afford to join the long term course. The latter class actually needs "Job orientation" in respect of the service, repairs and maintenance of agricultural implements.

According to this scheme, equipment worth Rs. 500/ is to be given to meritorious artisans at the rate of 5 per workshop wing. This scheme has been accepted by all the State Governments, except Kerala, Madras and Maharashtra where facilities for loans to the village artisans are already available from other sources. It has, however, been experienced that the utilisation of this facility has not been put to use in any of the State so far. This Conference may, therefore, consider the various steps to be taken for the effective and speedy use of this fund.

6. Although there is pressing need for trained artisans in the rural areas, yet the workshops have not been able to utilise their full capacities for the training of these artisans with the result that there is wastage of training facilities. One of the important reasons as pointed out in the Regional conferences, had been the low rate of stipend which does not attract suitable persons. Ways and means have to be found out to utilise the full capacity of the workshops. Increase of stipend and the over-all improvement in the training programme may make some improvement.

Any extra accommodation or capacity should be fully utilised for short duration job orientation courses, a mention of which has been made in para 3 above.

7. <u>Delegation of powers to Chief Instructors</u>

Suitable administrative and financial powers need be delegated to the Chief Instructors. Since this subject is being discussed in 'Administration' it need not be repeated here.

8. <u>Staffing pattern in the Workshop Wings</u>

It is important that there is full strength of staff at each wing. Sometimes, courses are being carried out in the absence of chief instructors and other training officers. It is obvious that the quality of the trainees will deteriorate in the absence of suitable instructors. It is, therefore, felt that the vacant posts in these wings should be filled up with the least delay. Sometimes the workshop staff is assigned other training programmes or assignments. This defeats the very objective and adversely affects the quality of training.

Agenda Item (C).

Syllabus for the training of Gramsevaks and Gramsevikas.

In a dynamic programme like that of Community Development where emphasis changes according to the experiences gained, it is but necessary that changes, alterations and modifications should be made in the training programme simultaneously to bring the trained workers to meet the needs in the field. Syllabus prescribed for the training of Gramsevaks and Gramsevikas has been undergoing modifications and changes from time to time and there is need to revise the present syllabus to suit the needs of the programme at the present. With this end in view, this subject was introduced for discussions in the Regional seminars where certain recommendations had been made. It has, however, been felt that since this subject could not receive the attention it needed due to the paucity of time, the views and recommendations of the State Governments may be invited. As such, letter No.F. 3(3)/61-Trg.I, dated the 13th November, 1961 has been sent to State Governments inviting their suggestions.

As soon as these suggestions are received, these will be consolidated and a draft syllabus will be put up before the National Conference for its consideration. For the convenience of its consideration, a short note on different aspects of changes that are introduced will also be appended to it.

It is hoped that the National Conference will then be able to give its final recommendations for the changes that have to be made in the syllabi for the training of Gramsevaks and Gramsevikas.

Agenda Item (D)

Field programmes during institutional training and Job Training Programme (both for Gramsevaks and Gramsevikas)

For the success of the training programme and to fulfil the objectives of preparing a convinced, self-reliant, willing and enthusiastic worker(Gramsevaks, Gramsevikas) it is necessary that the training programme is so developed that there is proper synthesis between institutional and field training so that the trainees whatever they learn in their theoritical and practical classes in the institutions, may be able to perfect it by working

with the village people and their institutions. It is here that the extension training differs from formal education because the emphasis is not only on the studies - theoritical and practical - at the centre but to practically understand and practise 'Do How', under rural conditions with the village people. This enables the trainee to acquire knowledge, skill and desirable attitude which helps him/her to become a practical field worker. Thus the field programmes are the essence of the Extension Training Programme.

2. Considerable progress in this direction has been made in various States and emphasis has shifted for quite sometime to correlate the theoritical and practical studies at the institution which plays an important role in developing the skill of a man/woman, with the village programmes so that the trainee may develop confidence in him/her. This is a subject which requires the attention of all those who are involved in this programme and the more they think about it and discuss it among themselves the better ways and means are found to improve the programme of training.

3. The field programmes may be grouped as:-

a) Planned and guided village visits;
b) Special seasonal village programmes - stay of the trainee in village continuously;
c) Job training.

a) <u>Planned and guided village visits</u>:

During the institutional training the trainees are taken into villages to observe, analyse and to participate in the field activities. Since they are immature workers still under training, they work under the close guidance of the training and the block staff. To make this programme practical and useful the following main recommendations were made at the regional seminars

i) Selection of suitable villages in advance and allotment to trainees for continuous visits.

ii) Not more than 4 trainees be located in one village. In case of gramsevikas it may be a batch of 10 trainees as they will work only in about 5 villages.

iii) Village practical work should start after three months during which period the trainees have to be given basic subject matter knowledge. However, they could be taken to villages for introducing them in the villages.

iv) Advance programme planning in close collaboration with the block staff for the work to be done at each visit.

v) Adequate supervision to be ensured through the training staff, block staff and non-officials.

vi) Continuity of the programme to be maintained and regular schedule of visits to be worked out.

vii) Evaluation of the programme to be done by the training and the block staff to assess its shortcomings and to affect future improvements.

b) Special seasonal village programmes:

Under this programme the trainees are placed in villages during special seasonal activities for a number of days to participate in the field programmes. They are provided with an opportunity of self-trial, of course, under guidance, to develop confidence in themselves. This is particularly important with regard to the agricultural operations in the busy agricultural seasons. The trainees work hand in hand with the cultivators and are able to create confidence among themselves. This has been found very useful and this practice has already been adopted in a number of States. The main recommendations of the regional seminars are:-

i) The trainees should be sent to villages for special seasonal programmes in both the agricultural crop seasons.

ii) In one village there should be half the trainees from the first year and the rest half from the second year. It will not apply to gramsevikas where the course is of only one year.

iii) Duration of the village stay has to be decided by the training centre itself as it will differ according to the local conditions. Normally it may be three weeks for Gramsevaks but there is no rigidity about it. In the case of Gramsevikas it may be of one weeks duration.

iv) Advance programme planning has to be done and complete instructions should be given to the trainees.

v) A definite number of cultivators should be attached to each trainee for doing field operations and necessary targets of work should be assigned to each.

vi) Arrangements of supplies and credit to be made according to the programme in advance in association with the block staff.

vii) Arrangements of proper supervision and guidance by the block staff and the training staff to be made in advance.

viii) Follow-up programme of the work done during this period should also be drawn and it should be closely followed up so that nothing is left incomplete.

ix) At the end of the programme each trainee may be asked to give a report of the work done which may be used for discussion etc.

x) Evaluation should be conducted by the training and the block staff and defects and short-comings noted may be removed in future programmes.

c) <u>Job Training:</u>

The main object of the job training is to give gramsevak and gramsevika the actual insight of work which he/she would be required to shoulder in the villages when independently posted. This provides an opportunity to develop and build up qualities such as initiative, drive adaptability, resourcefulness, sacrifice, self-reliance, leadership, cooperation, capacity to plan, organise and execute the programme etc. This programme is to be considered the most important one during the entire training period and maximum emphasis has to be laid for its proper planning and successful execution. Following recommend-ations were made at the regional seminars.

i) Only the nearby blocks should be selected for purposes of job training. In the case of Gramsevikas preference may be given to coordinated blocks of Project Implementation Committee.

ii) Advance programme planning should be done with the help of block staff and Project Implementation Committee (for Gramsevikas).

iii) Block staff should be fully oriented well

in advance with regard to the requirements of the programme.

iv) Not more than 2-4 gramsevaks trainees should be attached to a Gramsevak while 5 women trainees with one Gramsevika.

v) The trainees should be given complete instructions with regard to the work that they have to do. Definite intensive targets should be given to them. Stress, however, should remain on the quality of work rather than the quantity.

vi) Job training period should be such as will provide maximum working experiences to the trainees. In the case of gramsevak it should be 2½ months followed by 15 days reassemblee at the training centre for discussions with regard to the field experience etc. In the case of Gramsevika the period of job training should be one month.

vii) The trainees may be asked to keep records and diaries on the normal proformas which the gramsevak/gramsevika have to maintain.

viii) The trainee should attend to the following:

i) Fortnightly staff meetings;
ii) Meetings of the Gram Panchayat and Gram Sabha
iii) Meeting of the Panchayat Samiti;
iv) Meeting of the village service cooperative; and
v) Work with the cooperative Supervisor for a few days to be fully acquainted. (This will not apply to gramsevika).

ix) Constant guidance and supervision to be provided by the block staff, the training staff, non-officials and Project Implementation Committee staff (for gramsevikas).

x) Evaluation at the end of the programme both by internal and external terms.

<u>Intensive Development of Five Villages by the Training Centres.</u>

Each training centre works in close coordination with the block in which it is located and this gives

the Training Centre the advantage of being able to relate the training to actual conditions in the field. Also the trainers are expected to do village practicals to secure necessary experience. Unfortunately there has been a dispersal of effort and want of planning, and Training Centres have not been able to make any impact on the blocks.

2. It is, therefore, proposed that each training centre should select five villages in the vicinity of the centre for intensive development work. The work in these villages should depict what the training centre expects the trainees to do, in the field, on completion of training. This will ensure that the trainees will receive effective training and the staff will relate the instruction to actual conditions in the field, of which they will obtain first hand experience.

3. The responsibility for this work will be mainly that of the teaching staff in the centre and the level of development work in the villages, as against the programme drawn up, will serve as an indication of the efficiency of the staff of the centre, and the training methods adopted.

4. The work in these villages will be planned in consultation with the Gram Sabha, the Panchayat and the Block staff and executed to the extent the normal resources of the block can be made available to the villages by the Panchayat Samitis and the Panchayats. Emphasis will be laid on the development and utilisation of local resources and suitable

extension techniques and precesses will be employed by the staff in the implementation of the programme.

5. It is now proposed that the above project may be taken at the Gramsevak Training Centres.

Agenda Item (E)

Specialisation in certain items of extension programme at each Training Centre to provide model training ground for field workers.

During the First and Second Plans the training programme expanded and important changes were made in the contents of the syllabus, extension of training period provision of requisite facilities and improvement of teaching standards. As we advance in the Third Plan the need for fresh workers will diminish, as the entire country will be covered by blocks in 1963. The emphasis then will shift from pre-service training to in-service and refresher training of gramsevaks and gramsevikas, although pre-service training will continue for filling up the vacancies caused by various person . There is ,

therefore, a need of the hour to devise ways and means of transforming the existing institutions to fulfil the obligation of the changing times. As the growing economy heeds towards specialisation, our village people too are growing keener to learn and follow new productive pursuits. If the gramsevaks and gramsevikas have to discharge the role of effective guides to our people, we will have to build them up in such a manner that they are able to cater for the changed needs of the society in an effective manner. Although the training centres will be closely associated with the extension programme of the block as a whole but, it is necessary to undertake one or two special activities particularly in the economic field in an intensive form and develop it in the block of the training centre in a scientific manner to provide practical case histories for the study by the workers who will be drawn for refresher training and in-service training courses.

2. All the Extension Training Centres cannot develop all the extension programmes simultaneously in an intensive form nor facilities exist at all the centres for the optimum development of all the programmes. If however, the facilities at a particular centre available are properly surveyed and suitable economic programmes are undertaken in close collaboration with the block staff by involving instructional staff and the trainees, it is possible to intensify the programme in a suitable manner which is likely to provide good training grounds to the field workers who could be called for short durations to study the details thereof. This specialisation in particular programmes is likely to strengthen the institutions and improve not only the refresher training programme but also the initial training programme, as well as, it will provide an opportunity to the instructors and trainees to utilise their knowledge in real situations in villages. Specialisation, however, has not to be confused with research and study projects which are not being taken up at present. Under this, it is envisaged that each training centre will select out few items of the extension programme and develop them in the block attached to the centre. At some of the training centres this work of specialisation has already progressed fast and the experiences are very encouraging. The advantages of the specialised projects are as under:-

(a) It will help us to better utilise the resources, both human and material, available at the training centres.

(b) This will enable the training programme to be field oriented and problem related and will bring the instructors and the training centre nearer the village people who will develop confidence in programmes.

(c) The trainees will go to the blocks fully convinced with the utility of the programme and it will be possible for them to undertake such programmes on those lines in their blocks.

(d) Economic programmes undertaken for intensification on scientific lines will help in the popularisation of that programme in the villages and improve their economic conditions.

3. After selection of the items for intensification under this scheme, detailed programme planning has to be done in close collaboration with the block staff and an assessment has to be done with regard to the financial, material and technical requirements for the success of the programme. On the basis of this programme, responsibilities and duties of the different functionaries should be designed so that the programme may move in the right direction. It is of importance that under enthusiasm of starting a specialised programme, the local conditions, local interests, suitability of the project and possible limitations that exist should not be ignored and that it does not dislocate the training programme in any manner.

There are certain items of economic activities e.g. th the implements programme, garment making, food preservation, weaving, improved household equipment, craft making (for gramsevika centres only) minor irrigation programme, compost making and green manuring etc. which can be taken up by almost all the training centres while there can be other items like soil conservation, poultry keeping, pisciculture, bee-keeping, artificial insemination, literature production, youth activity, cow dung gas plant and sericulture etc. which could be taken up according to the situation of the training centre. This list is only indicative and quite a number of items can be added according to local conditions.

This subject was discussed at the 3 Regional seminars and all of which have recommended that this is very important under the present day conditions and that all the training centres should undertake some items for purposes of specialisation. It will strengthen the training programme.

Agenda Item (F)

Evaluation - i) Evaluation of the trainees.
ii) Evaluation of the Training C Programme at the campus and in the field.

i) Evaluation of Trainees:

1. Evaluation is a scientific process of assessing the changes that have taken place in the knowledge, skills and attitudes of trainees as a result of training imparted to them. The primary object of evaluation is to analyse understand and appreciate the relative merits or deficiencies of trainees, content of training, various situations and methods and procedures. Thus it helps in determining how far the training programme has progressed to what extent the training imparted has been assimilated by trainees and how much further it has to be carried through to accomplish the pre-determined objectives. It will not be possible for the trainers and the administrators to remove the deficiencies of programme unless appropriate methods of evaluation are adopted to assess the strength and weaknesses of the programme. Thus evaluation is an integral part of the entire extension training programme.

2) The work of evaluation of trainees is being conducted by different methods in different states and even at different centres in the same State. These methods vary according to the prevailing conditions and personal experiences. Some of the institutions have developed a systematic procedure for evaluating the trainees both at the campus and in the field which has resulted in tenagible improvements in the content and quality of training. It is, therefore, obvious that there is considerable scope of application of better and scientific methods in evaluation at different stages of the programme to achieve the basic objectives set forth.

Since considerable experiences have now been gathered in different parts of the country it is time when these could be pooled together to evolve a standardized procedure of evaluation for the guidance of the Training Centres. This would again be a model procedure which could be altered or changed by the States according to their own situations.

3) Stages of Evaluation:

i Initial evaluation to eliminate undesirable trainees.

ii Assessment of personality traits such as initiatives; leadership; discipline; attendance; camp life which includes participation in debates cultural programmes, extra-curricular activities like Panchayati Raj and Cooperatives.

iii) Theory and practical examination at the campus.

a) Periodical tests.

b) First year promotion tests(For gramsevaks) Half yearly examination(for gramsevikas)

c) Einal examination.

iv) Evaluation of village practicals and Extension Works:

a) During the first year.) Will not
b) During the second year.) apply for
c) During the job training) Gramsevikas.

Note: Since the training course of Gramsevikas is only of one year's duration there will be no promotion examination and the question of first year and second year will not arise.

i) Initial Evaluation to eliminate undesirable trainees:

Elimination and weeding out of unsuitable and undesirable trainees could be done in the first three months by conducting objective tests and close observation of such trainees by the instructional staff. Of course, great care has to be taken to arrive at final conclusions in the matter.

ii) Assessment of Personality Traits such as initiative, leadership, discipline, attendance, participation, camp life etc.

Considerable attention has to be paid to the proper and objective evaluation of the trainees in the above traits for which suitable methods have been developed at different centres. Individual instructors have to observe the trainees and make their notes which have to be discussed at monthly staff meetings for awarding marks. Trainee-advisors or ward system in which 8-10 trainees are to be closely observed by an instructor has been found very useful and practical. With regard to attendance it is considered that no trainee should be allowed to appear in the final examination unless the attendance is 80%.

iii) Theory and Practical Examination at the Campus(FOR GRAMSEVAKS).

The weightage for the different tests and examination should be as:

i	Periodical tests	- 30%
ii	Promotion examination	- 30%
iii	Final examination	- 40%
	Total	-100%

There should be periodical tests in each subject. Their frequency will depend on the nature of the subject and the weightage given to it. These tests have to be conducted by the instructional staff where the Block staff

should be closely associated. The object of these tests is to improve the programme and the results have to be discussed at the monthly staff meetings to find out the generally week trainees.

Promotion and final examination have to be central examinations where outsiders from the Departments, Training Centres, Headquarter staff have to be associated in conducting the examinations.

(FOR GRAMSEVIKAS)

There should be a six-monthly and an Annual examination. Subject for six-monthly examination:

THEORY: Mother and Child care, Food Nutrition, Extension Philsophy and Techniques. Health and Sanitation, Cooperation.

PRACTICALS: Agriculture and allied subjects, Foods and Nutrition, Home Management, Clothing.

This examination should be conducted by the staff of the Home Science Wing.

Subjects for the Annual Examination:

For the Annual examination the trainees may be examined in the following subjects:-

THEORY: Agriculture and Allied subjects, Health and Sanitation, Mother and Child Care, Food and Nutrition, Home Management, Clothing and Laundary, Cooperation, Extension Philosophy and Techniques.

PRACTICALS:- Agriculture and Allied subjects, Health and Sanitation, Mother and Child Care, Food and Nutrition, Home Management, Clothing and Laundary and Job Training during the end of the course should be assessed as evaluation of practicals.

Three Hours' Papers may be given in Agriculture and Allied subjects, Mother and Child Care, Food and Nutrition, Home Management, Extension Philosophy and techniques.

Two Hours' Papers:- Health and Sanitation, Clothing and Cooperation.

Only one paper per day should be given. This Annual examination should be External examination while the six monthly an internal one. The staff of the Extension Training

Centre, ~~Home Science Wing and Instructresses of another~~ Home Science Wing within the State should form a committee and set the papers, conduct the practical examinations and do the final assessment, jointly.

Instead of present system of marking for 2000 marks the following weightages may be adopted:-

Personal assessment(Personality traits groups participation, individual contribution etc)	--20%
Practicals(throughout the year on the campus and in the field)	--30%
Theory(throughout the year)	--20%
Final examination(theory and practicals)	--15%
Job training	--15%
	--100%

iv) Evaluation of village Practicals and Extension Works:

Evaluation of village work will be continously done in the stages viz. (a) during the first year (b)during the second year (c)during the Job training period. The first two will be done by the internal team which will consist of the training staff, block staff and district staff while the last one will be done by the External team. In the assessment of village work following weightages has been recommended to different items.

a)	Achievement of assignments.	50%
b)	Impact created.	15%
c)	Understanding of the programme by the trainee through viva-voce	25%
d)	Maintenance of records.	10%
	Total	100%

It was recommended that the assessment and evaluation report of the trainees should form a part of their character roll.

old ii. Evaluation of training programme both at the campus and in t

ii, Evaluation of the entire training programme, both at the campus and in the village has to be continuous process to:

i)

i) enable the workers to examine the entire programme in terms of objectives.

ii) examine strong and weak points of the programme and guard against such factors having adverse effects.

iii) provide means for testing methods, approaches, and techniques used in the programme.

iv) increase confidence in the programme both for the workers and rural people.

v) provide basis for deciding future scope of improvement in the programme.

This evaluation of training programme at the Training Centre has to be categorised under the following aspects:-

i) Evaluation of Trainees.
ii) Evaluation of Instructors.
iii) Evaluation of subject-matter.
iv) Evaluation of methods, techniques and media used in the programme to achieve the objectives.

v) Evaluation of trainees' effectiveness in application of their knowledge, skills and attitudes to the solution of problems, and total effect of the training programme.

i) Evaluation of Trainees:

This has already been dealt in details earlier.

ii) Evaluation of Instructors:

a) The observations by the Principal in the class, meetings and off-duty hours.

b) Observations by the colleagues and visitors.

c) Results of this teachings. Performance of trainees at various tests and examinations will serve as good criteria.

d) Appraisal by students which can be judged by interest of instructors in trainees as individuals, knowledge of subject matter, form of presentation, application of subject to practical problems in the field, opportunity for discussion by trainees and general manners and bearing

e) Personal qualities of the instructor which include
i) Ability to control trainees.

ii) Mastery over the subject and instructional skill.

iii) Appearance, voice and speech. bearing.

iv) Belief and conviction in the job.

v) Democratic attitudes.

vi) Desire for village work.

iii) Evaluation of subject-matter:

It is important to know whether the subject matter has direct relationship to the jobs which the V.L.Ws are expected to do. This involves recurring a nalysis of two questions:

i) What is the job of V.L.W.

ii) To what extent the training imparted to him has equipped him for the job.

The answers to the above questions can be found by periodical case studies, follow-up programme and also from the reports of the Block staff. The evaluation of subject matter could be done by the V.L.Ws by filling suitable proforma copy of which is at Appendix 'A'.

iv) Evaluation of methods, techniquesand media used in the programme to achieve objectives:

This can be best done by spot visits of instructional staff, State officials, experts, and committees constituted for the special purposes. It is felt that this type of work is already being done comprehensively in all the States. -

v) Evaluation of Trainee's effectiveness in application of their knowledge, skills and attitudes to the solution of problems, and the total effects of the training programme.

The best way for such evaluation would be:

a) Case studies at the campus and in the field. Some of the case studies made at Allahabad Agricultural Institute and O.S.C. Mysore have brought forth very interesting data which should be utilised for further improvement in the training programme.

b) Seminars and discussions on specific topics and current problems.

c) Follow-up studies - Perhaps the best way to ascertain the effectiveness of the trainees

in application of their knowledge, skills and attitudes to the solution of actual field problems and also to see the total effects of training programme would be through follow-up studies of V.L.Ws.

Procedure:

i) Periodical contacts between the V.L.Ws. and the training staff through correspondence, visits etc. Only a small percentage of 5 to 10 % could be taken for follow-up programmes,

ii) After one year of posting, B.D.O. should be given suitably designed questionnaire to indicate the weak and strong points of the Gramsevikas and Gramsevaks. Likewise these functionaries could also be given a suitable questionnaire in which they could point out their achievements, difficulties and needs in various spheres.

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Agenda Item (g)- Refresher training programme of Gramsevaks..

1. It has been widely acclaimed that for the success of developing growing and changing programme of Community Development, it is necessary that the workers particularly the Gramsevaks and Gramsevikas who have to work in the village with the people, need periodical refresher or in-service training. Keeping this in view and on the basis of experience gained so far the need for inservice training for the Gramsevaks and Gramsevikas has been fully appreciated. It may be recalled that Government of India sometime back sanctioned a scheme to set up 20 Refresher Training Units throughout the country for refresher training of Gramsevaks, out of which 13 are functioning at the moment. Only those VLWs who have put in atleast 3 years service are deputed for two months refresher training imparted at these centres. The programme is being intensified in the Third Plan so far Gramsevaks are concerned.

In the case of Gramsevikas a beginning has not so far been made although there is pressing demand for the same. This could not be taken up due to heavy pressure of pre-service training at Gramsevika Centres. However, a beginning is being made in the Third Plan and the programme will be intensified as the pressure of pre-service training is reduced.

2. The objective with which the refresher training is organised are summarised as under:-

i) To fill up the gaps resulting from incomplete training given earlier.

ii) To keep them abreast with the latest researches in different subject matters and extension techniques.

iii) To help to solve the day to day problems experienced in the actual assignements.

iv) To teach them new subject which the experience has shown to be important in the Rural Development and to teach them new Extension Techniques.

v) To promote their morale and develop confidence in their ability.

3. This subject was discussed at the Regional Conference and the recommendations made there are summarized as:-

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i) Duration of refresher training for Gramsevaks should be two months and for Gramsevikas one month.

ii) The number of trainees in a batch should be 30 only.

iii) Refresher training to Gramsevaks and Gramsevikas should be necessarily given only at the Gramsevaks and Gramsevikas Centres where necessary facilities are available.

iv) Ad-hoc courses of a week or two in special subjects may be arranged at other institutions of course including the Gramsevak and Gramsevika Centres where necessary facilities are available.

v) The syllabus circulated by the Government of India should be taken as a guide and suggestive one. It should be modified to suit the local conditions and needs of the trainees. The deficiencies of trainees may be ascertained from the follow-up studies, case studies and reports of the Block staff. Every effort should be made to remove them during the course of training.

vi) With the help of the model syllabus, a working syllabus, should be drawn by the staff at the Training Centres, on the basis of the various formal and informal tests conducted in the beginning of the course to find out the actual requirements and deficiencies of the batch. The suggestions made in the evaluation report by the outgoing trainees should also be incorporated in this syllabus.

vii) Lectures generally have to be given only in subjects where new knowledge is to be imparted.

viii) More emphasis is to be laid on group discussions to provoke thinking and demonstrations to create confidence amongst the trainees.

ix) More weightage to be given to the practical aspect of training.

x) To create reading habits individuals to be allotted topics for study and preparation of notes for discussion in the entire group.

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xi) Topics covering field problems may be assigned to a group of VLWs who should prepare a report for presentation for the whole groupl

xii) Subject matter specialists and non-officials with outstanding records to be associated with the refresher training programme particularly in group discussion, seminars, syndicated studies etc.

xiii) Simple evaluation of the programme by trainees to judge effectiveness of the course and improvements suggested there-in should be incorporated in the future courses. Trainees may also be evaluated through the simple objective tests including viva-voce.

xix) The trainees should be asked to join within 3 days of the start of the programme beyond which admission should not be made.

Agenda item (h) Youth Programmes - Strengthening of Youth clubs in the training centre blocks to create model for effective training of field workers.

In the establishment of Panchayati Raj, voluntary associations and associate organisations have to be allowed to grow, based on their special interests, occupations, vocations and trades, etc. Among the organisations 'youth clubs' (both boys and girls) occupy the most important place. The country is passing through a dynamic situation where the youth movement has to play a vital role. Effective and deliberate steps have to be taken to organise the latent resources and potentialities of rural youth in order to enable them to play their responsive role in the national life of the country. If democracy is to succeed in India and the country is to achieve economic prosperity and freedom, we must do all we can to give our youth a new scale of values, new ideals and new attitudes to build up a sense of respensibility, ambition for community service, devotion to duty, self-help, self-confidence, self-reliance and other qualities of leadership. The youth is the most delicate and viable section of the society. The youngsters need a special approach at the hands of the organisers and psychology of the latter has completely to be in tune with the mental and emotional set up of the youth. The youth organisations should meet the physical, economic, social, cultural, intellectual, emotional and ethical needs of the rural youth.

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~~This programme cannot be developed on an ad hoc~~ basis and needs scientific approach. It must be able to provide an ideology which offers an opportunity to youth for freedom of thought and expression, development of emotional integration, presentation of equal opportunities in profession, pavement of way towards socialistic pattern of society and inculcation of correct social values.

The structure of the youth movement has to be built up under the general auspices of the village Panchayat and it has to have proper link with the other basic village institutions viz. school and cooperative society so that they may not remain confined in their ownself and may actually serve the broader perspective of preparation of youth for shouldering greater responsibility for administering Panchayati Raj. The youth organisations have to be non-political in character as otherwise the bias of its activity will shift from purely constructive field to fields of other sorts, which will create divisions and factions among the rural youth. In addition to their link with the basic village institutions, it will become necessary to have 'federated organisations' at Block, District, State and National levels, as the programme develops and grows in the rural areas. For the present, there might be need of a federated organisation at Block level particularly in the training centre blocks, where considerable progress in developing the youth programme has been made in some States.

Youth programme includes both Yuwak and Yuwati clubs. These may have junior and senior wings. It may be:-

For Boys	Junior Wing	Age group From 12 to 17 years.
	Senior Wing	Age Group from 18 to 25 years.
For Girls	Only one Wing	Age group 12 to 17 years. Girls above the age of 17 may be members of Mahila Mandals.
For girls and boys both	Bal Mandal	Age group of 6 to 12

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4. Since the programme of 'Youth' suffered on account of lack of trained personnel to run the programme and ~~poor~~ proper follow up arrangements, the Extension Directorate initiated a scheme of developing rural youth clubs on scientific lines in the Extension Training Centre Blocks. Since 1959 with the dual purpose of developing the programme on proper lines under the supervision and guidance of trained workers to create model clubs on the one hand and to provide suitable practical training ground to the Gramsevak and Gramsevika trainees. For its success, a well planned training programme for the officials and non-officials had been drawn and regional training seminars were organised. Some additional financial assistance was made available from the training centre budgets. This has given **fillip** to the Youth programmes in the training centre blocks.

5. Since the Extension Training Centres are situated in rural areas, where the training and extension programmes are closely knit together and where resources in the shape of well qualified and trained staff, the agency of the trainees and additional financial resources are available, they are best suited to undertake this programme on a pilot basis and carry on action-programme and research activities for the benefit of other field workers and to provide practical field for the training of the Gramsevaks and Gramsevikas. The attention is focussed in the beginning to develop 10 or more clubs with the ultimate objective of developing one club in each village and get it federated at Block level. It has been found by experience that it is possible to do so by pooling the resources - financial, material and technical - of the block and the training centre.

6. The Conference may consider the programme and may suggest ways and means to strengthen it in the training centre Blocks. The Regional Seminars considered this subject and have recommended that the intensive training programmes for the officials of the block and the training centres and the non-officials particularly the youth leaders and selected persons of the Panchayats, schools and cooperatives should be undertaken on regional basis. It has been suggested that all the members of the training and the block staff should be given this training at these Regional Training Camps. It was also recommended that such Regional Training Camps should be repeated year after year and workers from 3 - 4 States should be mixed together in each camp. Sight-seeing trips should be linked /with these camps for which at least 2-3 days should/ kept apart. This will give an opportunity of practically seeing the programme by the workers in other States.

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The training centres can also play an important role in the production of simple literature in the shape of case studies and reports highlighting specific achievements. This production and supply of suitable literature on selected projects and organisational matters is expected to be extremely useful for the success of the programme.

Agenda Item (i) Panchayati Raj and Cooperative activities amongst the trainees during the trg. course.

Panchayati Raj:

Panchayati Raj has been accepted as a new pattern of administration and local-self government. It is fast replacing the existing system in the States. It is necessary that the field workers like the Gramsevaks, Gramsevikas who will have to work under this new set-up in the field get some practical knowledge of Panchayati Raj - how it functions at different levels - while these workers are under training to have a clear idea of the philosophy content and objectives of the programme and to understand as to how each member of the community can play his/her part and make a distinct contribution to the success of this system which aims at building up the community life.

It is felt that mere theoritical lectures, class-room discussions and books will not help the trainees to gain the practical knowledge. They should, as far as practicable, try to work in the training institutions very much on the lines of the Panchayat Raj system. The Ministry of Community Development & Cooperation had prepared a model scheme for introducing Panchayati Raj at the training centres and the O.S.C.'s of that Ministry have adopted it. This scheme has been sent to State Governments under this Directorate's No. 23(53)/60-Trg.I dated 5th October. 1961. It is hoped that a beginning must have been made in this direction. This subject came up for discussions at the Regional Seminars where it was recommended that to start with only selected items should be taken from the model scheme circulated by the Ministry of C.D. and Cooperation and later on it should be extended to other areas. The items are - maintenance of campus sanitation, programme planning for campus and village work, management of library and information centre.

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Cooperative Activities:

The subject of Cooperation is an integral part of VLWs' syllabus. In view of increasing importance of this subject, the conference of State Ministers of Cooperation held at Mysore, made recommendations that every Training Centre for the VLWs and for that matter every Block personnel institution should have a Cooperative society for imparting training in the practical functioning of the basic objective of Cooperation. It was felt that organisation of cooperative societies at the training centres to run the Mess, supply of consumers' articles and to run the Agricultural farm on cooperative basis would go a long way in achieving the following specific objectives:-

1) Acquainting the trainees with the principles of cooperation by requiring them to actively participate in the cooperative way of life while they are under training.

2) Giving them knowledge of the actual working of cooperative institutions.

3) Providing opportunities for the development of the spirit of cooperation and initiative among the trainees;

4) It will also have the practical utility of supplying the trainees with their daily requirements at reasonable rates.

The Directorate of Extension have been addressing the State Governments and the Extension Training Centres to strengthem the cooperative activities at and around the Training Centres. As a result of this, most of the Extension Training Centres have organised consumers' stores on cooperative basis. Some of them have taken steps to run the poultry unit of the Centre on cooperative basis and have organised service cooperatives in the neighbouring villages.

The scheme of cooperative farming or Joint Farming for the management of the instructional farm has also been engaging the attention for some time and a model scheme prepared by the Ministry of Community Development & Cooperation has been introduced at some centres where a beginning has been made. This is given under appendix 'B' for ready reference.

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The whole subject came up for discussions at the Regional Conferences and it was recommended that in the beginning attention should be focussed on:

(a) Cooperative Canteen.

(b) Vegetable growing on cooperative farming lines.

(c) Staff and the trainees should take up different programmes on cooperative basis.

(d) Cooperative consumers' stores.

(e) Common cooperative mess.

(f) Strengthening of the Service Cooperatives in neighbouring villages.

So far, Poultry Unit and Agricultural Farms are concerned, doubts were expressed for working them on cooperative basis as it involved a number of administrative and financial difficulties. However, the Conference may give its consideration to this subject for a decision.

p.t.o....for appendixes.....

APPENDIX 'A'

Suggested proforma for Evaluation of Training Courses
(By Village Level Workers in training and posted in the field

(Do not sign your name on this f

1. What is your over-all opinion with regard to the usefulness of the training course from the point of view of your job as VLW?
   a) Very useful
   b) Useful
   c) Fairly useful
   d) Not useful

2. List the topics which you consider most useful to your job?

3. List the topics which you consider not useful to your job?

4. What topics should in your opinion be added in order to make the training more useful to your job?

5. What topics should in your opinion be dropped in order to make the training more useful to your job?

6. What other improvements would you suggest (in addition to those mentioned above) in order to make your entire training experience more useful in preparing you for your job?

   a) Improvements in learning facilities, class-room equipment, library.

   b) Improvements in teaching facilities presentation of subject matter, relation to practical problems and activities.

   c) Improvements in daily routine/programme - allocation of time. .

   d) Improvements in living facilities food, lodging.

   Any other improvements.............

Name of the
Training Centre

Dated/period of
Training.

\- - - - - -

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APPENDIX 'B'

MINISTRY OF COMMUNITY DEVELOPMENT & COOPERATION

Scheme for running a Cooperative Agricl-tural Farm at the Gramsevak Trg. Centre.

1. A separate cooperative farming society need not be organised at the Extension Training Centre. Cooperative Farming may form a wing of the general cooperative society already in existence. Separate accaunts, however, would have to be maintained for the farming section which may be looked after by a duly elected sub-committee. In this way the progress of the scheme can also be watched.

2. After setting apart a portion of the land available at the training centre for demonstration purposes and for imparting training in improved agricultural practices the remaining land may be placed at the disposal of the trainees' cooperative society on agreed terms and conditions. The society may be in operational charge of the land which should be cultivated jointly.

3. The resources of the society may include the share capital contributed by the members, their own manpower and the assistance from the training centre and other agencies. The requirements in seed and fertilisers for the farm should be met by the training centre. The training centre may also allow the society to utilise its bullock,power, implements etc. at a suitable rent. If any hired labour is required, it may be employed and paid out of the society's own funds.

4. The rent, if any, on account of the land and bullocks and implements as well as the loan drawn for seeds, fertilisers, etc. from the centre may be the first charge on the farm produce. After meeting various expenses the net profits may be shared by the trainees. Remuneration for work done may be paid to trainees as an incentive. This would provide a valuable practical experience in cooperative farm management.

5. Wherever possible poultry farming and fish culture may also form part of cooperative farming activity.

6. The supreme authority in matters relating to the working and management of the farming wing of the society should vest in the general body which might also consider the following:

(i) Programmes drawn up by the managing committee for agricultural production and allied activities.
(ii) Allotment of farming operations to different groups of trainees.
(iii) Policy regarding disposal of the produce.
(iv) Rates of remuneration to be paid to members for the work done.

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7. A sub-committee of the society may be formed to manage the farm. The functions o the sub-committee may include:-

(i) To look after the day-to-day work of the farm;

(ii) To formulate production plan, cropping schemes and schemes for utilisation of resources including man-power;

(iii) To prepare a programme for undertaking subsidiary activities such as dairying, poultry, fish keeping;

(iv) To operate and maintain accounts relating to the farm;

(v) To raise funds required for the farm operations;

(vi) To incur such expenditure as may be necessary for the management of the farm.

8. The members of the staff of the Extension Training Centre may become members of the cooperative society and guide its working. The initiative for management of the farm should remain with the trainees. For improving the efficiency, the work may be organised in any of the following ways:-

(a) The area may be cultivated and manged as one unit.

(b) The area may be divided into blocks and each block may be allotted for a season or a year to a group for purposes of cultivation.

9. Out of the gross income, provision for the following should be made first:-

i) Rent of the land;
ii) Repayment of loans and interest;
iii) Working expenses such as hiring of labour etc.

The balance of the farm's income may be used for payment of

a) Remuneration for work done.
b) Creation of reserve fund @ not less than 10% of the profits.
c) Contributions to development funds, mutual aid fund etc
d) Bonus to members on the basis of their work done.

10. It is expected that the Registrars of Cooperative Societies and Directors of Training in the Development Commissioners' Organisation would take special interest in the implementation of the scheme, in providing guidance to the societies and in resolving their difficulties, if any.

11. The working of the scheme may be reviewed after it has worked for at least one year.

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CONFERENCE PARTICIPANTS

STATE REPRESENTATIVES

Andhra Pradesh:

1. Shri K.B. Lal, Joint Commissioner, Panchayati Raj.
2. Shri Ramlingeshwara Rao, Director Inservice Training.
3. Shri Somayajulu, Principal, GTC, Samalkot.

Assam:

4. Shri J.P. Chakraborty, Deputy Director Training.
5. Smt. M. Farewell, Special Officer.

Bihar:

6. Shri G.D. Mandal, Deputy Secretary, Agricultural Deptt.
7. Shri J.N. Mishra, Director of Agri. Education.
8. Shri M.B. Lall, Principal, GTC, Patna.

Himachal Pradesh:

9. Shri A.R. Chohan, Principal, GTC, Mashobra.

Kerala:

10. Shri V.G. Cyriae, Director of Training.
11. Shri M. Thomas, Principal, GTC, Kottarakara.
12. Kum. S. Sarala Devi, CI, HSW, Kottarakara.

Madhya Pradesh:

13. Shri S.D. Dube, Director Training.
14. Shri Rajendra Singh, Director Youth Programme.
15. Shri N.B. Pradhan, Principal, GTC, Betul.

Madras:

16. Shri K. Subramanyan, Director of Panchayat Finance.
17. Shri P. Raja Durai Michael, Asstt. Dev.Commr.(Trg.).
18. Kum. B. Anjani Devi, Director of Women's Welfare.
19. Shri A. Venkataraman, Principal, GTC, Bhavanisagar.

Maharashtra:

20. Dr. Vaidya, Joint Director of Agri. Extension.
21. Shri D.H. Joshi, Principal, GTC, Manjri.

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Mysore:

22. Shri R. Dwarkinath, Director Inservice Training.
23. Shri Anke Gowda, Principal, GTC, Gangawatti.

Orissa:

24. Shri Brundaban Chandra Patnaik, Dy. Secretary Training.

Punjab:

25. Shri Puran Singh, Deputy Secretary.

Rajasthan:

26. Shri Umaid Singh, Director of Training.
27. Shri I.S. Sharma, Joint Director of Agriculture.
28. Shri S.B.L. Mathur, Principal, GTC, Kota.

Uttar Pradesh:

29. Shri T.P. Tewary, Deputy Development Commissioner.
30. Shri K.S. Shroti, Asstt. Development Commissioner.
31. Smt. V.Kerkood, Deputy Director Social Welfare.
32. Shri K.C. Dube, Principal, GTC, Mainpuri.

West Bengal:

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